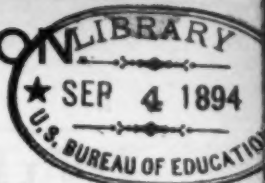


ANNUAL PRIVATE SCHOOL EDITION

THE

SCHOOL JOURNAL

NEW YORK AND CHICAGO.



VOLUME XLIX., No. 7.
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SEPTEMBER 1, 1894.

61 East Ninth St., New York.
262 Wabash Ave., Chicago, Ill.

EDUCATIONAL NOTES.

To express as far as possible within the limits of an elementary manual, the present state of chemical science, and the relations of the science to its practical applications, is the object and intention of STORER & LINDSAY'S ELEMENTARY MANUAL OF CHEMISTRY, just published. It is a revision and rewriting of Professor W. R. Nichol's abridgment of Elliot & Storer's Manual. By the experimental and inductive method, students are made acquainted, through their own perceptive faculties, with the main facts and principles of Chemistry, by a process not unlike that by which these facts and principles were first established. The directions given are sufficient to enable the student to make the experiments himself; cuts and diagrams are introduced wherever necessary, and in an Appendix is instruction on chemical manipulation. Price, \$1.20.

Prof. Samuel Thurber, Master of Girls' School, Boston, Mass., and Chairman of the English Conference of the Committee of Ten, writes to Mr. George P. Butler, as follows: "Your School English seems to me a most admirable piece of work. I have observed that teachers of English generally like to use such a book in their teaching; hence I conclude it must be you will find a larger public ready to consider the merits of your Manual. Those who examine it will find it suggestive and sound. Between the full vogue of rhetorical treatises and their utter disappearance, is a gulf which such books as yours conveniently bridge." This letter refers to Butler's School English, just published, 75 cents. It is a Manual for use in connection with the written English work of Secondary Schools, by George P. Butler, formerly Master in English in the Lawrenceville School in New Jersey. It is the latest Text-Book on the subject, and will interest every teacher of English.

"To teach things rather than names" is the aim of Dr. J. H. Kellogg's SECOND BOOK OF PHYSIOLOGY AND HYGIENE, just issued. As the title indicates, it is a book for advanced classes, and the author has endeavored to bring within the comprehension of the student important facts not generally treated in school physiologies. Prominence is also given to the branch of the subject relating to the effects of alcohol, narcotics, and other stimulants on the human system. Colored charts and wood cuts help to elucidate the text. Dr. Kellogg's series consists of FIRST BOOK IN PHYSIOLOGY AND HYGIENE, 40 cents, and SECOND BOOK IN PHYSIOLOGY AND HYGIENE, 80 cents.

The method of presentation pursued in Doctor W. J. Milne's ELEMENTS OF ALGEBRA is the same as that which is exemplified in his Arithmetics, and which has proved not only pedagogically correct but has also met with general and enthusiastic approval. Milne's Elements of Algebra, just published, 60 cents.

Hamilton County, Tenn., including the City of Chattanooga, has just adopted Milne's ARITHMETICS and Conklin's GRAMMARS for exclusive use—another indication of the popularity of these successful texts.

The Report of the Committee of Ten on Secondary School Studies, pronounced by U. S. Commissioner Harris the most important educational document ever issued in this country, is published by the American Book Company for the benefit of the National Educational Association. It is supplied, postpaid, at the nominal price of 30 cents.

Peck & Arrowsmith's Roman Life in Latin prose and verse aims to give in the form of a collection of characteristic extracts from varied sources, a representative survey of Latin letters, for the use of those who cannot devote a longer course to the study. The selections are made solely on the basis of their intrinsic interest and their relation to Roman life, and range from the popular songs, which antedate written literature, to the Christian Hymns of the third century. To each selection is prefixed a concise account of the author, when known, and his works, with a brief working bibliography. For convenience in sight reading the text is provided with a translation of the more difficult words, and followed by a fuller commentary on special points of interest. Several of the selections have never before been published with an English commentary.

A new aspect is given to the study of Botany in Oliver R. Willis's PRACTICAL FLORA, \$1.50. It shows the economic features of the vegetable kingdom, and its relations to our everyday life. Food producing vegetation and plants that yield articles of use or consumption are described and classified, and to each is appended its history, geography, and other information of economic and commercial interest. It is cordially recommended by Profs. W. G. Farlow, Harvard; Byron D. Halsted, Rutgers; Geo. McCloskie, Princeton; Albert P. Brigham, Colgate; and other leading botanists.

"Pupils should be helped to help themselves" may be said to be the keynote of Metcalf's ENGLISH GRAMMAR FOR COMMON SCHOOLS, 60 cents, just published. In this book pupils are led, first, in the light of their own experience to study the simple facts of language and then to investigate the more difficult matters of construction and inflection until they arrive at the general laws which govern its structure. The authors of this excellent text-book are Robert C. Metcalf, Supervisor of Schools, Boston, Mass., and Thomas Metcalf, of the Illinois State Normal School.

Small & Vincent's Introduction to the Study of Society, \$1.80, is noteworthy as the initial volume of its kind published in this country. It deals with the fundamental facts of Society, and is intended to furnish a basis for preliminary instruction in Sociology in American institutions of higher education.

Eclectic English Classics steadily increase in popularity, due to the high literary quality of the books selected, careful editing, judicious, helpful notes, pleasing appearance, and low prices. Fourteen volumes are now ready and nearly as many more are announced as forthcoming.

The New York Times says of GUERBER'S MYTHS OF GREECE AND ROME, \$1.50. "We recall no recent work in this field more interesting, or which without being pretentious, will give the reader so quickly and surely a knowledge of classical mythology."

The New York State Board of Examiners recently prescribed three books upon which all candidates for Teachers' Certificates must pass examination. Two of these books are "Page's Theory and Practice of Teaching," \$1.00, and "White's School Management," \$1.00. Page's Theory and Practice of Teaching, author's copyright edition, with notes by Prof. W. H. Payne, University of Michigan, biographical sketch, topical index, handsomely printed on fine paper, is published by the American Book Company, as is also White's School Management, by Dr. Emerson E. White. The latter book has been pronounced by United States Commissioner Harris one of the most useful and practical books that has been written on the management of schools. The publishers will send either or both books to any address, prepaid, on receipt of prices.

The first Copy Books to teach a systematic course of Book-keeping are Number 9 (Single Entry) and Number 11 (Double Entry) of the new SPENCERIAN BUSINESS COPY BOOKS. Of the same series, Number 8 presents Miscellaneous Business Forms, and Number 10, Connected Business Forms. Price, 60 cents per dozen.

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The books mentioned in these notes are all published by the American Book Company. They have the largest number and greatest variety of the most popular and reliable text-books for all grades of public and private schools. They make no charge for delivery—any of their books being sent prepaid on receipt of list prices. Special terms for first supplies. Catalogues, circulars, and Bulletin of New Books, free.

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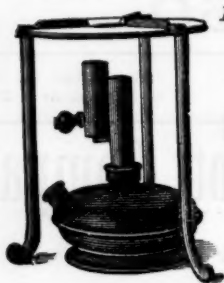
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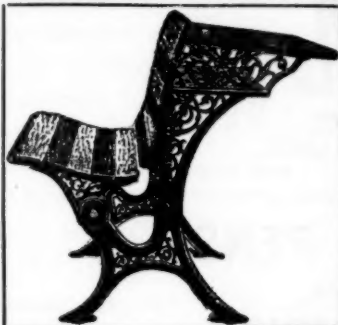
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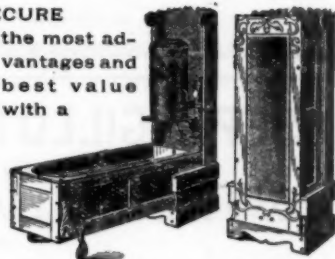
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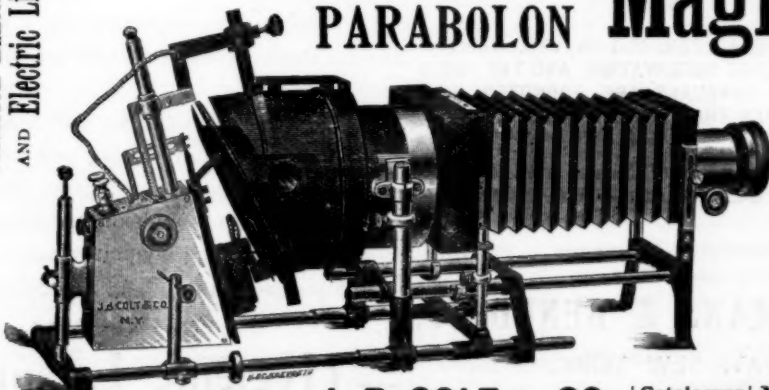
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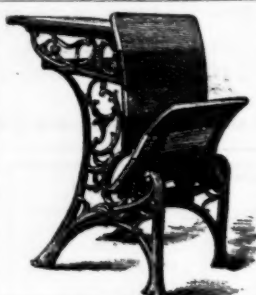
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLIX.

For the Week Ending September 1

No. 7

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Our School Room department is restricted this week to two pages owing to pressure of material relative to the special features of the issue. The School-Room usually occupies four pages with methods and devices for teaching the various subjects, and meeting the various exigencies of the primary and grammar school course. Stray hints and continuous series of articles are given; lesson plans and apparatus for teaching; the detail of regular work and supplementary exercises, including recitations, school-plays, etc. This department is of eminent service to the practical teacher.

A good school journal should be of especial value to principals and teachers of private schools. One of our contributors this week points out that private schools, being free from political interference are at liberty to apply the best developments of educational science in their systems, and to advance the cause of good teaching by judicious experimenting. In what more fruitful soil, then, can the suggestions of a truly modern educational paper take root? The private school teacher, of all teachers, is the one to profit by the regular study of such a sheet. It is also claimed that the private school employs a larger percentage of trained teachers than the public school. This should appear in larger sub-

scription lists to educational papers from these institutions. None so eager to keep up with the times as the well-trained and free teacher! Let the private schools make good their claims. The public schools look to them in some degree for leadership.

"It would be fine to be reckoned among the live teachers that are held up as examples for us all, but my interest requires that I shall be among those who get the best percentages." So spoke a teacher of broad, personal culture and inhibited professional ability, the other day. Her friend, Miss E—, spends fifteen minutes with her boys and their smoked glasses upon an eclipse of the sun when one occurs, while she gets in another drill exercise upon something that is going to be "called for" on examination day. Why do not the superintendents examine on current events that should interest and cultivate live pupils, as well as upon the facts of the text-books?

A very eminent professor in one of the greatest American universities was asked this summer concerning the progress of a teacher who had become one of his students. His reply was: "He is doing fairly well, but he had been a schoolmaster almost too long." An explanation was demanded of this remark, and the professor went on to say: "A teacher tends to become a sort of spout—a knowledge spout. He loses all interest in the facts themselves. He tells the pupils that the world is round, but does not conceive how he would find that out or how men find it out; and so on. Teaching, as it is ordinarily done, suspends the investigating faculty, the inquiring faculty. You do not find the average teacher looking into things as the student does. So I say, with all due deference to the teaching class, that teaching, as it is usually done, puts an end to mental progress."

Is this a fact? Are the teachers merely sponges that soak up some knowledge to give it out again to their classes? Is such the best kind of teaching? Are such the successful teachers? Does it make any difference to a pupil whether his teacher is an investigator on his own hook or not of the knowledge he imparts?

"In large cities, for political and purely utilitarian reasons, German may be suffered as an elective, but to introduce French as a culture study into our grammar schools, to accompany that of the English, to the exclusion of Latin, will work mischief and defeat the very ends for which we all labor, viz., a fluent and facile use of the English language as an instrument for the expression of thought by our pupils."—Assistant Superintendent A. F. NIGHTINGALE, Chicago.

The Field of the Private School.

By SARA J. SMITH.

In *The Forum* of July is an article on the "ideal training of American boys," and the attention is called to two things: "First, that education is in a chaotic condition. Second, that this condition is, in the main, due to our having no definite notion of what education means."

This chaotic condition in the public schools may not be due so much to a lack of notion of what is essential as it is to the vastness of the schools. Too many there are that are like great machines with not enough power; the inadequate force of teachers to deal with so many pupils, and the inefficiency, with the thoughtlessness, of the parent, behind the teachers, help to keep up this chaotic condition. A mother discussing during the school hours the talents of her boy, with a young woman teacher of a room of forty or more children, was heard to say as she turned to leave the school-room, "Now, Miss— please give your undivided attention to my son." The demand exists for more special personal attention, the more refining influence of smaller numbers, a broader scope of study, more ground to be covered in a shorter time, and time not wasted waiting for others, nor things neglected for the sake of others, the necessity of considering the delicacy, or deficiency of pupils, which can only be done with small numbers. In private schools it is not merely "the survival of the fittest" that is considered, it is that all must be made fit to survive.

In the private schools, health, strength and morals must take the precedent, and this is right. Character first, learning second.

There is the great strength of private schools that all pupils need not be drilled alike, and special teachers can have time for special scholars.

Scholars can take time to do thoroughly both their disciplinary studies and their recreative ones; it is not a question of so many pages in so many weeks or months.

The freedom of the private schools, that is, the power that the principals have of carrying out their own peculiar ideas in education, makes the moral responsibility of these principals, and also of the teachers under them, very great.

The government in a certain way has a hold upon them, that in each year it calls for full reports of attendance and the range of studies. Every child is compelled to go to school a certain amount of time regardless how rich or how poor his parents may be.

Parents who leave their children in their childhood to the care of ignorant nurses, then send them, still under their care, to crowded kindergartens, too often have no other thought than this one, "that the young—their young—must have a good time," and so as they grow old enough they are sent to private schools to have "the good time," and unless a proper inspiration comes to inspire love or ambition for study the "good time" is all the pupil thinks of. We must take such pupils, and we must get that inspiration into them, that they may learn for the pleasure of learning, for the pleasure it gives their parents and teachers to have them do so, and for the good it is to them, though they will care least for that.

A very common condition with which private schools have to contend, is the plea of *nervousness*. Parents plead for their "nervous children," take them from public schools because they "cannot bear the strain," and bring them to private schools, they put them from home for "change of air" and because they are "too nervous to live with comfortably," and so on. It is the opinion of educators that really nervous youths, that is boys and girls who have *diseased nerves* should not be in any school as students, they should be in sanatoriums as patients, or "turned out to grass" in the country like young colts until they are well. While on the other hand, girls and boys who are simply restless with youth, and are passionate and untruthful—the combination in so many of the so-called nervous young people—should not have their failings condoned under the plea of *nervousness*.

Pupils who shirk duties because "too nervous to-day to work," or who are roused to passion at restriction and excuse it as "all nervousness" that causes the "loss of control" need quite different treatment from the pupils who shrink from reading their essays in the class-room, or who cannot recite to an impetuous or sarcastic teacher—or who are morbidly sensitive in any direction. If we could eliminate the word nervous from our private school vocabulary we should gain much thought.

We must educate up and out of this fashionable nervousness, we must educate up and out of silly fads and vulgar slang of the day. We must educate in everything physical, moral, and mental, and spiritual, that will make faithful citizens, and good, capable mothers and upright, honest fathers for the next generation.

By LUCRETIA M. PHELPS.

Various opinions as to the mission of the private school prevail,—even to the one, that it is a place where a thin coating of intellectual varnish, artistically applied, will round off the corners, give a smattering of the classics, and produce fine manners. Earnest, thoughtful teaching, however, is not a thing on which certain schools have a patent. The private school may and does select from the noble army of teachers, the professionally trained, those possessing special fitness to carry out the duty which the school owes to the individual. The private school is non-political, non-partisan; there are no friends to be rewarded, or enemies to be feared. It is thus a strong and unique factor in the educational force. But from the fact of its being free from political hindrances arises a duty or function peculiar to itself, which is the expansion of its methods of teaching and the elevation of its standards or ideals. Being free to choose from the highest and best, it should furnish an example of the methods which will best enable the student to put himself in touch with nature and nature's laws.

The private school has also every opportunity to exercise originality—it should be alive with it, fused into a glowing mass that will compel each individual to the best that is in him. It may experiment by whatever means may seem wisest and best for any particular condition. In other words, the professionally trained teacher, knows his work, puts his whole soul into it, and works as though he expected it to continue forever and forever, both his work and the impression which he makes.

Again,—smaller classes give opportunity for personal or individual attention. If personality is of any value, and we think it must be, as every child has its own, then this should be developed. Nature, herself, furnishes the opportunity. The professionally trained teacher knowing his subject and his needs, opens the way for him to be in sympathy with his environment,—that in which he is to live, and from which he is to supply his needs. Show him the path and he will walk in it fast enough. He cannot comprehend the natural laws or the great moral truths, but he can understand many facts containing these principles. The private school may give him time to work them out by his own processes. Yet boys and girls are more or less alike the world over,—that in large classes, of necessity, there must be some who are especially bright and clever, others less so, and some who are positively dull. Here again the mission or methods of the private school, with its professionally trained teachers, commends itself. The individual attention which can be given to smaller classes results in justice to each and all. Is it not as unjust to the very clever pupil to reduce him to the same standing or class as the dull one, holding him back, so to speak, as it would be unjust to the dull one to drop him from school altogether? Teach a child to use his mental powers and life will educate him. These very bright and clever boys and girls will be leaders in some form or other. Let the school with its wise methods, not only teach them of things, but of their relations to one another, and the conditions which must of necessity grow out of these relations. Teach them how

to deal with these conditions,—then they will not only be leaders, but leaders for good.

Living seven days in the week with teachers whose work does not end in the class-room, teachers of the broadest culture morally and intellectually, cannot fail to leave a life-long impression on the pupil. This must needs be a great factor in the accomplishment of the end for which the private school is pre-eminently equipped. The private school is a little world where the faithful, enlightened teacher has the opportunity to prepare the pupil for the duties of life and make of him a useful citizen.

Is the private school a necessity when the world is filled with excellent public schools? I think it is. Schools, like other branches of business, thrive better by competition. The public school finds a formidable rival in the private school. Let it be a friendly rivalry which shall keep both strong and healthy. The private school fulfils its mission in the use of methods based upon the broad principle of the development of the individual. Its systems recognize the fact that teaching is an art, in which the teacher must intelligently and carefully study the characteristics of each pupil, and whose aim must be to bring to its highest perfection the best that is in each. One cannot be confined to a single average of character, but must work with a unity of purpose for the development and growth of all phases.

By DAVID A. KENNEDY.

No matter how well the public schools may be conducted, there will be parents whose views of education do not run in accord with them, and who are willing to undergo the expense of sending their children to a private school in order to have their views carried out. The candid observer can not blame them, or call such a movement unpatriotic, when he sees how politics, or the supineness of the people, have allowed uncultivated, half-educated or lazy teachers to conduct the schools, or how self-satisfaction with a system and ignorance of educational theories and practices have produced mediocre schools. Aside from these matters, moreover, religious or sectarian views, varying aims of life, mental, moral, and social considerations—all enter in to influence parents in the education of their children. Under such circumstances the demand for private schools where these views of parents may be put into practice, is imperative.

In making these statements the writer has no desire to disparage the public schools. With an eye open to all phases of education in this country he recognizes the various good qualities inherent in the system, and the valuable results that have flowed from its influence, spreading beneficently through widely-diversified communities. Owing to his fortune, or misfortune, according to the way in which the matter is considered he was a traveler in youth, not exactly as Prof. Davidson in the *Forum* says it is wise for a lad to gain his education by travel, but belonging to a migratory household, he experienced many school changes, beginning with a Dame's school at an early age, and passing through city, town, and village schools, public, private, and endowed, beyond that which generally befalls the lot of youth. And that too in several cities—one of which was New York—in several towns, in schools graded and ungraded under widely diverse aims and principles, until he reached the portals of college.

In all of this chequered career it may be said that nowhere did he see poorer teaching than in one public school and nowhere did he gain more instruction and love for learning than in another. And, although all of his time as apprentice, journeyman, and master, has been spent in private school work, yet a close connection with teachers in public schools, and an intimate knowledge of the work there formulated and accomplished, have enabled him to make comparisons and form judgments.

Now, in viewing the question of their mission, private schools naturally fall into two distinct classes, the boarding and the day school. These two classes must

be considered separately, for the former aims to supply home or family life along with intellectual advancement.

Setting aside the question of right or wrong in the moral obligation resting upon parents to look personally after the upbringing of their children, it is a recognized fact that social demands, parental ignorance of government, or the weakness of father and mother through injudicious severity or leniency have rendered many a household an unfit place for the training of children. These necessities have created a demand for schools that may relieve parents of their duties, that may furnish a home life, that may assume the solicitude *in loco parentis* for forming mental, moral, and physical habits so well as the furnishing of intellectual culture. As the wealth of the country increases, this class of schools is growing steadily in influence and number. In assuming such responsibilities they have an honorable, but onerous task to perform.

The possibility of training boys and girls to noble manhood and womanhood, dignify all such institutions. The control of the daily life enables them to gain means of shaping character, of guiding native ability, of developing dormant traits, of encouraging mental power, of teaching habits of thoughtfulness and study.

But the conditions under which the private day school is called into being are manifestly different and exist mainly in town or city. There where various classes are, where lower grades of public schools are overcrowded, where the strife for an education is merely on the material side, where politics enter into school management, where graded systems cannot be elastic, where no provision can be made for backward pupils, where preparation for college requires in the mind of the community an undue outlay of the public money, is the field for the private school. Without encountering the difficulties mentioned above, it adapts itself to the wants of parents in location, in class of children, in religious views, in character of instruction. It furnishes kindergarten and primary work for the small neighborhood, without the rigor of a system; secondary and academic courses where each pupil is not so much a fraction as an integer. There is one trait that marks ideally the private school, the cultivation of individuality in character and scholarship. The mental welfare of a pupil is considered individually, and not lost in the class. The contact with the teacher is more personal. The reputation of the school depends on the way in which the pupil is interested, helped, encouraged, urged along the highway of education.

The large classes, rigid graded systems, narrow methods of most public schools are not helpful, but detrimental to any display of individuality on the part of teacher or pupil, while the private school in its very nature can foster it for both.

For there needs to be, to develop in the best way the mind of the pupil, a combination of class work with tutorial work. The former is deficient through its impersonality, but gains in the stimulus arising from minds of like age, while the latter alone is apt to cause eccentricity. Combine the two and the mental development is complete. The private graded school, with high standard, just and firm in its requirements, elastic in its adjustment to the individual should furnish the two methods of instruction.

In these matters both classes of schools described unite, and though they often fail to reach their aim, they have a mission to fulfill valuable in its results, not only to individuals but to education in general. They are prime factors also in the solution of educational problems.

"Cook County normal is the best school in its line in the country."—*Exchange*.

Cook County normal is the *only* school in its line in the country. Our cotemporary doesn't yet see the "line"—that is all!

The Qualifications of a Private School Teacher.

By JOHN McDUFFIE.

Never has interest in educational matters been as great as at the present time. Never has the general public been as intelligent upon this subject, and never have the demands upon the teacher been as exacting. In the public schools he is held up to a rigorously high standard by the increasing intelligence and discrimination of school boards, and the greater competition between teachers themselves. In the better private schools the ordeal to be passed is still more difficult. The personal interest of the principals in the financial success of the institution causes a most zealous scrutiny, and a more hesitating and careful choice than the most public-spirited school committee ever makes. For this reason private school teachers are generally much more carefully selected than those in public schools.

There are, broadly speaking, three kinds of teachers. The first is the text-book teacher, possessing the book from cover to cover, but nothing else. The second is the sympathetic teacher with much knowledge of child-life, but without scholarship. The third combining these qualities, is an enthusiastic student, feels with child-life, and in some measure understands its processes of thought. From our present conception the text-book teacher is a failure, the sympathetic teacher, using the expression as above, gains partial success. The teachers who belong to the third class, combining the qualities of the other two, are the ideal teachers. They are the source of continual inspiration and strength in the cause of truer education.

A private school rarely engages a text-book teacher. The public schools still contain many, though the tendency is against them. The private school principal will often engage the sympathetic teacher without much scholarship, while this is rarely done by a school committee. The ideal teacher who combines scholarship with the love and knowledge of child nature is found oftener in the private school than in the public school. The greater culture and education of the private school principal and his keener personal interest in comparison with the average school committee man makes this, as a general result, a reasonable one. There are a few cities, like Springfield, Mass., for instance, where the school systems are in the hands of scholarly, enthusiastic superintendents, where the superintendency has absolutely no political relation, and the school committee confirms without hesitation the choice of teachers made by the superintendent. In these cases the standard of the teaching force is raised nearly if not quite to that of the private school. Now, what is the underlying divergence in requirement which leads the private school principal to make this difference in choice?

A teacher who would be selected by a school committee for a position in the public school must be possessed of power to govern, to impart knowledge, and to acquire it afresh. A teacher who would get private school teaching must not only have the above qualities, but also a general culture, a ready tact, and native refinement which is not absolutely necessary in a public school teacher. The more a teacher has these latter in addition to the former qualities, the more valuable she is to her principal and in consequence the higher her remuneration if he would retain her services in the present great competition between the best private schools for the best teachers. Without these additional qualifications referred to, a private school teacher is completely and noticeably out of her sphere. In my own experience I have had a teacher who had gained a reputation of marked success in public school teaching fail utterly in private school work. The teacher was a normal school graduate and had had the advantage of doing her first teaching under the guidance of one of our best known public school superintendents. The cause of failure was a lack of the three qualities I have mentioned—culture, tact, and refinement, a lack which had apparently been unnoticed in the public school, and no bar to

her success there. No amount of text-book knowledge or normal methods of teaching will compensate for that deficiency. The private school teacher with her small classes is brought into such close intimacy with her pupils that the impress of her personality is felt in a direct and definite way, that is impossible in the case of the public school teacher with the larger numbers placed under her care, both for room and class supervision. The private school principal therefore places an especial emphasis upon the above-mentioned qualifications when seeking for a teacher.

The possession of these traits implies also that the successful private school teacher is something of a success in general society, in some degree a social success. This is the second qualification of the private teacher in addition to those primary and fundamental powers and capacities which all teachers, public and private, must possess. To fail to meet the exacting social demands and standards of a private school constituency, which is generally somewhat cultivated and refined, is to fail to retain patronage. Though this lies especially in the province of the principal, some assistance is expected from the sub-teachers. This assistance must be given quietly, never ostentatiously or in a forth-putting way, and in addition to good teaching. Here is one of the conditions which makes private school teaching much harder than public. The private teacher must find time for accurate, painstaking study and preparation in text-books and methods, and also for interested but discriminating participation in social events. At these times manner, expression, and individuality are under the scrutiny of persons who are either patrons or possible ones. The community learns first of these externals, and of the other acquirements of the teacher later. That there may be an undue emphasis upon these matters is granted. It is not alone true in the private school branch of our profession. It is generally true of all other kinds of work, though wisdom protests that "all is not gold that glitters."

Between the best public and private teachers there is naturally no difference in knowledge required, and no difference in methods except what is due to the smaller numbers in the private school. Both should, of course, love children, study them with some success in understanding. Both must be able to get obedience from them. The means of obtaining this, however, in the public and private schools is generally different. Here is a peculiar requirement looked for by a private school principal when seeking a teacher. A public school teacher has at her command a certain independent power which a private teacher has not. A public school teacher may enforce discipline and let the enforcement of discipline be continually visible. Discipline in most private schools, omitting from consideration the large boys' schools which from their nature approach very near to public schools in administration, is a very different matter. It must be attained, but the process must not be evident. While public school discipline may and does in the majority of cases rest upon the word of the teacher, backed up by the master and the school committee, and finally by the dread of dismissal from the school, in the private school, discipline rests upon the personal esteem and respect for the teacher on the part of the pupil, or upon the general tone of the school. For the tone of his school the private teacher, on account of his nearness to his pupils, is especially and closely responsible. It is created by him alone, nor are there the concomitant circumstances which affect the influence of a public school teacher in this respect. Discipline in the private school must be attained without unnecessary friction, jealousy, or ill-feeling. A teacher cannot gain this by compromise of principle. What is right is right, and what is order is order in one school as in another. The difference is that the private teacher cannot take many a direct way which lies open to the public teacher, yet he must reach the same results.

Another requisite in a private school teacher is complete, loyal, enthusiastic devotion to her particular school. It should not be effusive and extreme, for it then becomes

offensive and defeats its purpose, which is the creation and retention of an *esprit du corps* in the school, a general loyalty and cohesiveness among the pupils, and a due impression upon the public mind of the strong points of the school and the advantages it may offer. While a sub-teacher need not feel called upon to spend her vacations in strengthening the constituency of her school, if, after a number of years of service in it, no word or act of hers has helped to bring it a new pupil, she is not doing her duty.

To sum up, while no teacher may succeed without scholarship, comprehension of child-life, power to impart and acquire knowledge, a successful private school teacher must be personally cultivated, socially agreeable, possessed of tact, the power of easy discipline, and enthusiastic devotion to school interests.

Military Organization in Private Schools.

By M. J. MICHAEL.

While some of the normal schools and very many of the public schools have been endeavoring to develop the physical powers of their pupils by means of various forms of calisthenic and gymnastic exercises, the principal boarding schools throughout the United States, under the supervision of the federal government, believe they have succeeded in a marked degree in developing physical power and grace of body through military organization and discipline. These schools having their pupils under direct supervision at all times are well adapted to military training. Their organization and discipline are modeled after that at West Point, the cadets being divided into companies of from thirty to fifty students. Each company is officered by a captain, first and second lieutenants, sergeants, and corporals. From among the lieutenants, the commandant, who is an officer of the regular army detailed by the secretary of war to act as professor of military tactics, appoints his adjutant. In large schools a cadet major and a lieutenant-colonel are sometimes appointed. Of course all cadet officers are subordinate to the military instructor, who is usually a West Point graduate.

The cadets regard the offices as marks of high honor. They also treat them as positions of trust as they are, and since they are usually obtained by severe competitive examinations in general scholarship and deportment, as well as in military tactics the successful aspirant may be pardoned if he manifests unseemly haste to have sewed upon his sleeves the brightest gold-embroidered chevrons the dealers in military supplies can furnish. The discipline is almost entirely in the hands of the military department subject to the approval of the president of the faculty. For all disciplinary purposes the school is like a garrison.

At guard mounting one of the commissioned officers is detailed as officer of the day, from the sergeants a sergeant of the guard, and from the cadet privates hall orderlies are detailed. Their tour of duty continues twenty-four hours, or until relieved by a new detail. The officer of the day is the executive officer of the school subject, however, to the direction of the teachers. His duties are many and important. The writer has often marveled at the fidelity and promptness with which they have been discharged by boys less than twenty years old whose only motive was a high sense of responsibility and honor. The sergeant of the guard is an assistant to the officer of the day. The hall orderlies are responsible for the order of the corridors. They must see that the halls are kept reasonably free from litter and report all infractions of the rules that come under their observation.

As the discipline of a military camp takes notice of all the shortcomings of its soldiers so does the military academy notice all the details in the discipline of its pupils. Everything, from tardiness at meals to the most serious infraction of the rules of order and morality, is

noted and recorded by the proper authority. At least as often as once a week accounts are squared with those students whose impulses have carried them beyond the bounds of a proper self-restraint. The usual punishments, according to the gravity of the offense, are reprimand, withdrawal of privileges, the much-dreaded "tours of extra duty," private dismissal, suspension for a definite time, and expulsion.

The military system of discipline, while strict, does not depend upon espionage for its success. There is no "peeping through key-holes," no listening at doors. It presumes that every cadet intends to do right, and that he has sufficient self-respect and self-control to fulfil his intentions until his actions betray his untrustworthiness. All his statements are accepted as truthful until subsequent events demonstrate that they are false. Under such treatment it has been found that most boys value too highly the confidence of their teachers and the respect of their mates to carelessly lose them by an untruthful statement in matters of discipline.

It is the constant endeavor of the system of military training in the schools to foster high ideals of honor, truth, and virtue. The following taken from the rules and regulations of one of the military academies of the state of New York will show that the cadet's life is by no means an idle one:

Reveille, 6:30 A.M.
Breakfast, 7:00 A.M.
Guard mounting, 7:30 A.M.
Sick call, 7:35 A.M.
Chapel, 7:50 A.M.
Call to quarters (inspection of rooms), 8:10 A.M.
Recitations and study, 8:20 to 11:00 A.M.
Assembly call for drill, 11:00 A.M.
Recall, 12:00 M.
Dinner, 12:15 P.M.
Call to quarters, 1:25 P.M.
Recitations and study, 1:30 to 4:00 P.M.
Release from quarters 4:00 P.M.
Supper, 5:30 P.M.
Call to quarters and evening study, 7:00 P.M.
Tattoo, 9:50 P.M.
Taps ("lights out"), 10:00 P.M.

From the above the time for recreation will be observed not to exceed two hours and a half, with a possible half-hour to be used in preparation for meals. To the cadet who has faithfully discharged all the duties of the day the soothing notes of the bugle at taps inviting him to pleasant dreams of the dear ones in his distant home are indeed welcome sounds.

The advantages of a military training for our American youth are inestimable when accompanied with an intelligent cultivation of the mind and heart.

It gives to the student a strong and graceful carriage of the body and a thorough command of himself in trying emergencies.

He acquires habits of neatness, accuracy, and promptness in the performance of his own work.

It teaches respect for authority until obedience to properly constituted law becomes a habit. It also teaches him how to control others as well as himself.

Fort Plain, N. Y.

Wise teachers do their best to preserve all their pupils from temptation, but keep most careful watch and ward over the light-minded and weak-minded ones.

Sometimes teachers manage to accomplish this by guarding skilfully the environment; placing those pupils who cannot control themselves among the more sedate and studious.

Occasionally the teacher takes the pains to come between the temptation and the tempted,—if not by interposing herself bodily, by the intervention of a suggestive glance, a warning gesture, or a winning smile. And always she sets them work to do,—a round of duties, definite and constant, to perform, with never a moment left unfilled between in which to take up mischief.—*American Teacher.*

Professional Training of Teachers.

IN NORMAL SCHOOLS, COLLEGES, SUMMER INSTITUTES,
AND BY EDUCATIONAL PUBLICATIONS.

(Abstract of a ten-minute discussion of the subject at Asbury Park, by
Richard G. Boone.)

One danger ever present to teachers is that of substituting professional training for general training. It is not so much that they have too much of the one as too little of the other. Knowledge of the ways of doing in the school-room can never take the place of a generous conception of just what is to be done. The danger is a constant one that mere device will be allowed to take the place of real guidance principles. And the danger is all the greater with the less scholarly. Those who are least able to handle the recipe intelligently are most likely to accept it as a finality. Its adequacy is questioned by those only who have the larger view.

Each of these agencies has its own peculiar excellence; each, perhaps, its defects.

The educational periodical is commended for its suggestiveness. Its manifold interests and hints stimulate the reader to versatility, and are a constant invitation to new and fruitful activities. The journal's discussion is many-sided, and appeals to the utilities. It concretes method and furnishes abundant opportunity for experiment in teaching and management.

From its pages the intelligent reader gathers acquaintance with men and systems and courses of study, and current criticisms, and derives practical standards for his own estimates. The better school journal enlarges the world of the untraveled teacher on the practical side, and so multiplies his chances of success.

In a more tangible way even there is a spontaneity about the live summer school not gathered from other sources. Here is contact with men and women. Their personality is felt. In a very effective way the institute or summer school affords the inspiration so much needed. The teacher—the average teacher—working alone, with little leisure, and few associations, and a limited general culture, easily desponds of any large success, or becomes content with meager results; the touch of a strong culture having a larger horizon, this friction with the larger personalities, this mind to mind, and heart to heart intercourse with the experience and success and enterprise of those in whom they have confidence if only for a few weeks, once a year, gives these teachers a new lease of life.

Both the school journal and the summer institute however, lack in the practical directness and system of the normal school, on the one hand, and the breadth of view of the college on the other. These need to learn the lesson of spontaneity and earnestness so well set by the first two. Both school and college have daily need to get into closer relations with life, to recognize the force and place of sympathy and strong personal qualities of manhood and womanhood in their teachers.

The normal school is strong in its narrower and completer course, its professional interpretations of all lessons, its constant applications—the teacher's view. It fails, if at all, just where the college gains—in the more generous culture, the more abundant information, the larger insights, a re-enforced understanding, and chastened intuitions. Every professional interpretation is safer by virtue of the larger acquaintance with human life, and that life's wants and achievements through literatures, and history, social, and ethical studies, the great philosophies, art, religions, and codes. Moreover there is a certain advantage in carrying on the professional and culture studies simultaneously. Each re-enforces the other. Herein is a strong argument for enriching the traditional normal school course by a larger liberal training. Besides one of the first requisites of good teaching is a right habit of thinking, the natural effect and product of continuous, serious, related studies. Next to this is the "teacher spirit," which comes of no chance and occasional and unsympathetic attempts at preparation.

A Bit of Local History.

There is no more vital or pressing question in the whole problem of public education than that of superior methods of teaching for young children. Yet there is none so difficult to bring to the appreciation of lay boards of education. Were the men composing these boards teachers—were they grammar teachers, with the impossible task of undoing bad work and doing good at the same time, or primary teachers, with insufficient training, pay, and freedom, working amid a whirl of half-understood difficulties and hearing, from time to time, that the pupils they have passed on to higher grades no longer know what they once seemed to know thoroughly—it would be a comparatively easy matter to trace with them that great pedagogical evil known as cram to its sources. But they are neither grammar teachers, compelled to cram by hurry and the condition of their pupils' minds, nor primary teachers, so cramped in every way as to be unable to do much else besides cram and prepare for more cram. They are laymen, busy all day with thought entirely foreign to school work, without sufficient leisure for careful inquiry into the aims and processes of education, and literally, to a great extent, at the mercy of such pressure as is brought to bear upon them by interested persons and factions, in and out of the system, over which they exercise legislative power. The general fair intention of these gentlemen is manifested in all those matters over which practical business men are fitted by knowledge to exercise control—improvement in school architecture, etc. But in legislation more closely bearing upon the professional work done in the schools, unavoidable mistakes are made. The salary schedule of a neighboring city offers a grotesque example of the course necessarily taken by a board which, for lack of knowledge of educational work in its successive stages, is compelled to seek advice of its employees. The schedule was entirely remade in 1886. The influences whose activity was permitted to shape it at that time were such as were selfishly, as well as in part from conviction, interested in drawing teaching talent upward to the higher grades, whose "superior difficulty" was made the excuse for a disproportionate increase of the attached salaries. This disproportion has since been augmented, from time to time, by successive patches put upon the schedule in obedience to pressure exerted by the teachers of the higher grades and their friends. A long sustained effort was made to exert a pull in the opposite direction, but without success. In this movement less of personal interest and more of pedagogical principle were concerned. It was a movement to secure a better start in school development for the children, by attracting more teaching ability to the lowest grade. One of the arguments actually put forward by the opponents was that placing a better salary in the baby class would have the effect of attracting indolence, inefficiency, and invalidism rather than ability to that grade. No more convincing proof that the appointing power is wrongly vested could be urged than the substantiation of this damning inference as a fact would afford. The board of education should have answered such an aspersion upon the manner in which its most important function is discharged, with prompt legislation based on the opposite assumption. The other opposing argument (there were only two offered) was that the work of the lowest class was mechanical and easy. To the credit of the board be it said that this opinion was vouchsafed by but few of its members.

The friends of the movement drew up a petition which was signed by a majority of the school principals, the signatures including that of *every professionally active man on the force*—men who are not noted for giving their signatures lightly. They also presented, in printed form, to every member of the board of education, the following plea, the validity of which could not be denied in any of its points:

1. The seventh primary grade is taught by teachers selected for the work because of their success in this and other grades.
2. When the seventh grade was thus specialized in regard to exactions, it

was also specialized in regard to salary. Under the supposition that a suitable recognition of this sort would continue to be accorded to it, the teachers now at work in it undertook its difficulties and have made a special study of its requirements.

3. Many of these teachers have been pronounced by the superintendents *naturally adapted* for the important work of this grade, and it is desirable to *secure their continued services* in their present positions.

4. Most of the teachers are in charge of *double classes*, the adaptation of work for the afternoon session being *quite different* from that for the morning class. This involves a *material increase of responsibility*.

5. The methods of teaching, *particularly in this grade*, have been revolutionized during the past few years, and much more is required of its pupils than formerly.

6. It is conceded by the superintendents that a great improvement has been made during the past two years, in the teaching of seventh primary grade, and it would be unfair not to attribute a large share in this improvement to the organized effort of the teachers themselves.

The superintendent expressed himself that year in his annual report as follows, in a plea for a lower register of pupils in classes of this grade:

"It is a sad commentary on our public school system that, in the grade which is really the most important of all, the grade in which pupils begin their school life, the grade in which they are most susceptible to good or bad influences, the grade in which habits of industry, and honesty, habits of laziness and dishonesty, are most easily formed, the conditions for doing effective work should be the most difficult," etc.

The increased compensation asked for teaching this "most important grade of all" was a maximum of \$750 per annum, to be attained by slow annual increase, based upon an initial sum we do not like to mention. It was intimated that something less than this would content the teachers, if the board could not afford to make the entire advance suggested as fitting.

Was it modesty that killed the movement? The causes of its failure, whatever they were, are operative in many places. Particularly in large cities is it difficult to obtain legislation based upon pure professional needs. The reason of this is a subject demanding systematic inquiry, and should receive the early and careful attention of the National Educational Association. Special subjects and special methods of teaching them wane in importance before this greater question of how we are to secure opportune conditions for the proper teaching of *anything*, and how we are to shake off the necessity of dragging every educational question through the mud of social and political intrigue before it can be brought to a successful issue.

—E. E. Kenyon.

Mental Education.

By CLEMENT FEZANDIE'.

INTRODUCTION.

There was once a young man starting out to settle in a new country. He had been furnished a small amount of money with which to make the start, and the question occurred to him as to what would be the best use to make of this capital. Evidently in the land toward which he was directing his steps, he would find the need of the three primaries of life, food, clothing, and shelter. Accordingly our young man took with him a large supply of food and clothing, and also a portable house. These exhausted all his capital, and moreover were as much as he could carry, and he was therefore unable to take along any tools with him. The natural consequence may be readily inferred. His supplies soon gave out, and then being unable to renew them he was forced to make for himself the most primitive tools and earn his living by the hardest kind of work, when, had he been wiser at the start and equipped himself properly with a set of tools, he could have made a success instead of a failure of his undertaking.

We may laugh at this pioneer, but we repeat his error every day. Our children are preparing their outfits for the great journey of life, and teachers are expected to fit them out with the best baggage to take along on their trip. How often do we furnish them with the outfit which we think will best fill their immediate needs in life, and how seldom do we think of giving them instead a good set of tools. We believe reading, writing, and arithmetic, to be the great necessities for any traveler in our present century, but of the tools that could produce these, we do not stop to think. Yet a child with properly trained mental powers, will make a much greater success in life than one that is stuffed with knowledge.

The human mind may for convenience be said to consist of four great faculties, judgment, memory, reason-

ing, and imagination. If we can succeed in properly cultivating these four, we need never fear but that our scholars will be able to successfully master any branch of present or future science. Hence the task for mental education consists in taking each of these faculties in hand, and developing it to the highest point possible during the period when the child is learning. Of course, true education lasts throughout life, from the moment we enter the world to the moment we leave it; but school education, which is the topic of which I am now specially treating, is limited to the youth of the child, and hence the teacher must make the greatest efforts to fit out her scholars with the proper mental tools.

I shall devote a special article to each of the great mental powers mentioned, but there are some facts which are true for all of them, and which it will therefore be more convenient to consider at present. It must not, however, be forgotten, that the ultimate aim of all education is the acquirement of *knowledge*, just as the ultimate aim of the settler is the acquirement of food, clothing, and shelter. But the settler found that the best way of attaining his end was by first securing a good set of tools, and so in education, the best method of arriving at this ultimate knowledge desired, is to first secure the proper mental tools, a well-trained judgment, memory, reason, and imagination.

How shall we train these faculties? Evidently by practice. We learn to do by doing. The counsels of others may perhaps help us, but the greater part of our education must be done by ourselves. Our teacher can bring the materials for our study within our reach, and can put them into a shape in which they will be easily assimilated, but she must not flatter herself that she can digest our food for us. On the contrary if she endeavors to add pepsin to accomplish this end, she will ruin our mental stomach by depriving it of its proper share in the activities of life, and rendering it incapable of further work.

There are two great principles in mental education, and if these are carefully and conscientiously followed, there is not much danger of going astray. The first is to proceed from the known to the unknown, and the second is to teach in such a manner that each lesson will be a pleasure, not a task, to the child. It is often claimed, even by good authorities on education, that teaching should proceed from the simple to the complex. This is true, however, only to a certain extent, as a little reflection will show. If we began at the simple, we should begin the study of botany with the cell, and gradually work up; we should begin the study of language with grammar, and should teach a child all the different articulate sounds before attempting to teach him to speak, or to understand.

Other writers tell us that we should teach a subject by following the same steps that mankind has taken in learning it. This, too, is correct to a certain extent, and wrong beyond. The true principle, and the one that embraces all the others, including the rules of "concrete to abstract," and "empirical to rational" is the fundamental rule of proceeding from the "known to unknown." Wherever any other rules conflict with this one, they should be made subservient to it.

As to the second principle mentioned, it is almost self-evident. The proper use of our faculties always gives us pleasure; consequently if our methods of education prove tiresome or unattractive to the pupils, we may be sure that our methods are in some manner at fault.

No better investment can be made by a private school principal than a subscription to THE SCHOOL JOURNAL. In no other way can one keep in the current of educational thought and at so small an expense. Read this issue with care and then send an order for the year.

The private school is rapidly increasing in importance and influence. Never before have there been so many of so high a character, and nearly all seem to be doing well. THE SCHOOL JOURNAL will publish from time to time practical articles on the business side of these schools.

The School-Room.

will not produce excellent drawing, any more than by perpetual "talking" we become able to use grammatical English. How many of the children know where they can find "keys" on the maple trees, milk-weed, pea and bean pods? Almost every hand is raised, and at the opening of the afternoon session the

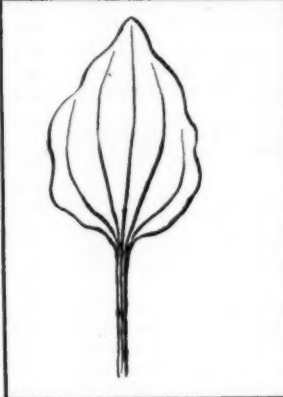

Good-Bye, Vacation.

By SUSIE M. BEST.

Vacation is done,
And school-time's begun!
Farewell to the hours of loitering ease—
Now welcome again
The pencil and pen
And all of the tasks we accomplish with these!

Vacation has fled
And school-time instead
Confronts us with duties we'll learn to hold dear—
Refreshed from our rest
We'll all do our best
And garner new knowledge throughout the new year!

Vacation, farewell!
The old school-house bell
Is clamoring loudly and we must obey,
We're eager to learn
And so we must turn
To the pleasures of work from the pleasures of play!

School.	Grade V.
	
Sheet I.	Pupil's Name.

Drawing in Intermediate Grades.

By JESSIE N. PRINCE.

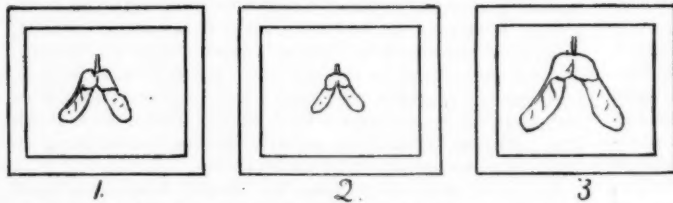
Our work this year will be on these lines:—

GEOMETRIC DRAWING.

DECORATIVE DRAWING.

PICTORIAL DRAWING.

GRADE	MEASUREMENT.	GEOMETRY.	PROJECTION.	DEVELOPMENT.	COLOR.	HISTORIC ORNAMENT.	DESIGN.	PLANT FORM.	MODEL AND OBJECT DRAWING.
IV.	Use of Rule. 1/8 in.	Classification of Rectilinear Figures.	Representation of Curved Surfaces.	Equal Plane Faces at right angles.	Classification by Values. Scales of Standards. Dominant Harmony.	Modified Geometric Units.	Modification of Regular Geometric Units. Contrast. Unity. Strength.	Seeds, Buds, Fruits.	Effect of Distance and Level Representation of Solidity.
V.	Use of Rule. 1-16 in.	Classification of Curvilinear and Mixtilinear Figures. (Instrumental.)	Representation of Curved and Plane Faces.	Unequal Plane Faces at right angles.	Classification by Values. Scales of Hues. Dominant Harmony.	Modified Bilateral Units.	Modification of Bilateral Units. Variety. Rhythm. Repose.	Leaves entire margined.	Foreshortening. Effect of Level.



We will begin with the plant form while Mother Nature gives us plenty of materials to work with. The children have made illustrative sketches in their botany work, but this hasty recording of facts without scientific training

say? When I was in the field the other day I saw these seeds blowing about. Yes, the coverings on the seeds act as little wings and when the wind blows they are scattered all around and planted in the fields, ready to grow when next spring comes.

You may all divide your paper in halves by a vertical line, and place your seeds on the left side of the desk. Please be careful and not move the seeds until our drawing is finished.

Where will the seed look best drawn? Must we make it the same size, smaller or larger to fill the space? Which looks best, 1 (same size), 2 (smaller), 3 (larger)? Without much discussion all decide on 3.

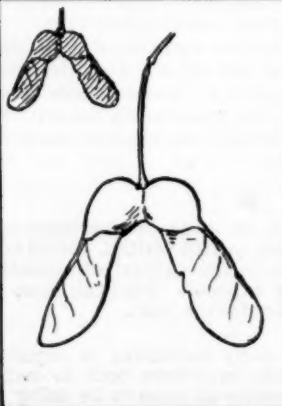

Who can show me the top of the seeds? Bottom. What do we call the distance from top to bottom? Show me the height, then, on your paper by two, short, light lines. What other dimension have we? How does the greatest width compare with the greatest height? Indicate the width by two vertical lines. You may trace around the outside of your seeds with your finger. Now take your pencil and see if you can draw on your paper just in the same way as you traced. Finish by putting in the details and by strengthening the lines representing the most distinct parts.

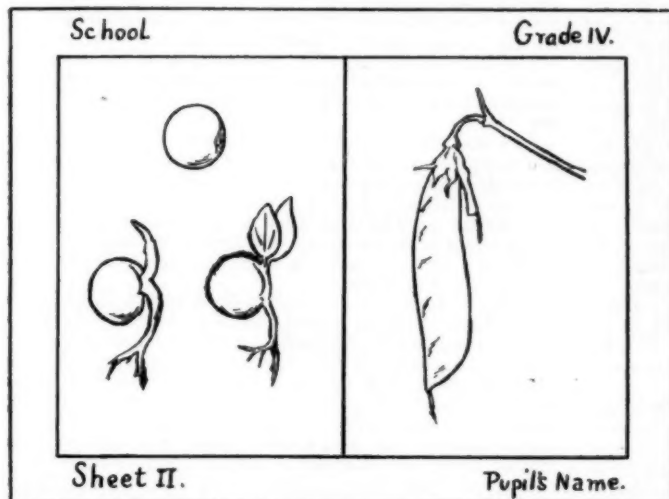
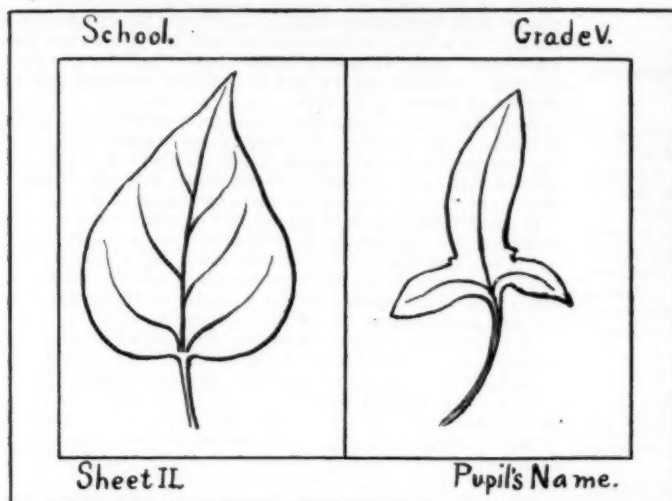
The seeds may be pasted in the corner as on Sheet I. The following suggest the arrangement of two sheets each to be done during Sept. in IV. and V. grade work.

In all this work the following order should be used:
1. Compare whole height and width. Indicate.
2. Draw principal parts. (In leaf drawing, outline of leaf and midrib.)
3. Draw details and finish. (In leaf drawing, veins and any other details required.)

In the fifth grade work select leaves with entire margins. Catbrier, plantain, sorrel, lily-of-the-valley, calla, smilax, and lilac are available leaves at this season.

In leaf drawing, much study should be given to the margin and to the veining. The line representing the

School.	Grade IV.
	
Sheet I.	Pupil's Name.



margin should be darker where the edge is most distinct. Draw only the midrib and principal veins, making them darker toward the base of the leaf. Try to let the quality of the line express the character of the leaf.

This is just the time to encourage the use of the sketch books. They may be made a very important part of the work in drawing, now that both nature and art abound in illustrations of objects we have been studying and children are not slow to discover such applications.

Paper and Cardboard Sloyd. VIII.

By WALTER J. KENYON.

MODEL 21, PORTFOLIO.

Material.—A rather stiff quality of jute board or tar board, similar to that used by bookbinders. Straw board is not serviceable, being too brittle. Also leatherette for covering and some figured paper for lining. Also some muslin or sateen for hinges. This should match the leatherette as nearly as possible in color. (Leatherette is an imitation leather, very durable, obtained at a paper house.) For fastening, some ordinary tape will do, but a regular pocket-book clasp gives a nicer finish. For putting together, liquid glue and paste are needed.

On the tar board draw Figs. XXVII and XXVIII. Cut out on heavy lines so that you have five separate pieces of tar board, viz., *a*, *b*, *b*, and *c*, *c*. Using these

as patterns, cut similar shapes from the leatherette, except that these are to be half an inch larger on every side. Fold this half inch margin sharply over, so that the piece of tar board is embraced in its respective covering of leatherette. Now we are ready to glue. Take the tar board out, cover its under surface with thin glue (paste will not do) and press down on to the leatherette. Apply glue to the margins and fold them down. At the corners the superfluous leatherette should be cut away instead of being glued three ply.

While these pieces are thus damp they must be kept flat under a board or a geography; otherwise they will curl up. When they are dry (24 to 48 hours) arrange them as shown in Fig. XXIX. The gap between the center piece and the flaps should be about one half an inch. From the sateen tear strips two inches and a half in width and a little longer than the edges they are to cover. This extra length is to be turned over at the ends and glued, after the fashion of a hem.

Glue these strips in place, as shown in Fig. XXIX., by spreading the glue on the cardboard space to be covered. At this stage care must be taken to keep the edge of the flap parallel with that of the center piece.

Now for the tape fastenings. These should be each ten inches in length, of a color matching the leatherette. Fold the portfolio together. Where one large flap overlaps the other, a slit is to be cut—in the under one—just long enough to admit the tape (see Fig. XXIX). Push a tape through this slit. Glue about an inch of it down on the inside. Fasten the other tape to the opposite flap by gluing about three inches of it to the inside face.

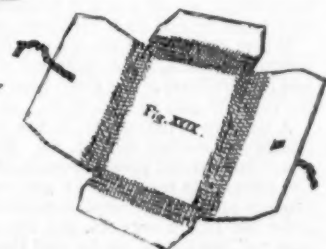
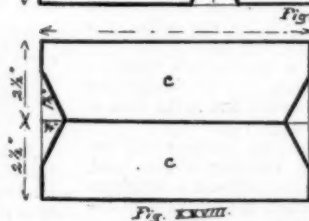
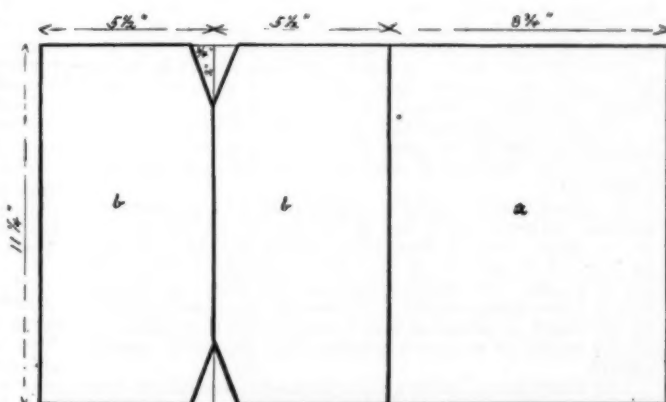
Finally cut from the lining paper, pieces corresponding to *a*, *b*, *b*, and *c*, *c*, but one quarter of an inch less in length and width. This will allow an eighth inch margin on every side when they are pasted in.

Spread smooth flour paste over the inside faces of the portfolio. Lay the lining pieces in place and smooth them down through another piece of paper.

The portfolio, now finished, must be pressed again while drying.

The dimensions here given are those desirable for the work of the C. C. N. S. Of course they can be changed to meet the needs of the class using the portfolio.

OUR TIMES more than doubled its circulation last year. It gives the best summary of current events published; that is why the teachers and pupils like it.



School Law.

This new department will be conducted by R. D. Fisher, of Indianapolis, Ind.

SCHOOLS.

1. *Legally Defined.*—A school is an institution of learning of a grade below that of a college or university. A place of primary instruction. As used in the American courts the term generally refers to the common or public schools existing under the laws of each state and maintained at the expense of the public. (1. Bouvier Law Dictionary.) Common or public schools are schools supported by general taxation, open to all of suitable age and attainments, free of expense, and under the control of officers selected by the voters. (Abbott's Law Dictionary.) Hence, "teachers of common schools" means teachers in the free common schools of the state established by law. *Milford v. Simpson*, 11 Ind. 520.

TEACHER.

1. *Qualification, Certificate Evidence of.*—A teacher in a public school in most if not all the states must obtain from the proper official a certificate of his qualification before entering upon his duties. *Casey v. Baldrige*, 15 Ill. 65.

Although a teacher has not obtained the statutory certificate, his authority cannot be contested by the pupils or their parents. (*Kidder v. Chellis*, 59 N. H. 473.) The town, district, or corporation alone can raise the objection. (So held in 26, Me. 56, and 17 Iowa 228.) But one employed by the school trustees as superintendent, not being a teacher, is not required to have such a certificate. So held in Michigan 81, Mich. 214. The highest order of talent and ability is not required of a teacher, but only average qualifications for, and common attention to the discharge of his duties, and of these the teacher's certificate is *prima facie* evidence. (So held in Ills. 36 Ill. 71; 77 Id. 628; Mo. 46, Mo. App. 407; Pa. 2 Brew. 425, and Kans. 28 Kans. 385.) A school committee (or superintendent) is not confined to moral character and literary qualities of a teacher in determining his or her fitness. So held in Mass. 8 Allen 94. A certificate of qualification from a county superintendent is *prima facie* evidence of capacity to teach, and though it may be overcome by a proof of incompetency, it cannot be impeached in an action brought by a teacher for salary due. *Doyle v. School Directors* 36 Ill. App. 653. In that case it was held that a teacher holding a certificate and suing for his compensation could not be asked the question: "What would three and seven-eighths pounds of butter cost at eleven and one-half cents a pound?"

It has also been held that the fact of a teachers' certificate having been issued without an examination by the county superintendent, is no defense to an action by a teacher for his services. So held in Vermont 20 Vt. 495. Neither can a certificate be invalidated by proof that no personal examination of the teacher was had. The certificate being in the nature of a commission cannot be attacked collaterally. So held in Ills. 86 Ill. 595 and Neb. 19 Neb. 494.

Contract to Teach.—A contract for the employment in a public school of a teacher who does not hold such a certificate, is generally void. So held in 69 Ind. 80; 79 Ind. 575; 27 Minn. 433; 10 Ill. App. 643, and 29 Hun. (N. Y.) 606.

Note.—In some states a statutory provision allows the holder of a state normal school certificate to file the same in lieu of a license. See *Smith v. School Dist.* 69 Mich. 589.

In Tennessee it has been held an indictable offense under sec. 1019 of the code, for the common school commissioners to employ a teacher who has no certificate. See *Robinson v. State* 2 Coldw. 181.)

No recovery can be had for services rendered by an unlicensed teacher. So held in 15 Ill. 65; 26 Ind. 337; 17 Ia. 228; 20 Me. 37; 77 Mich. 600; 27 Minn. 423; 13 Neb. 52; 19 N. H. 170; 29 Hun. (N. Y.) 606; 1. N. Dak. 126; 2. Coldw. (Tenn.) 181, and 30 Vt. 586. But the Supreme Court of Illinois (134 Ill. 165) hold in a case when a teacher had been examined and employed by the board of education that he was entitled to his salary although he had not received a certificate from the county superintendent.

And where money has been paid to a teacher who did not have the statutory certificate of qualification, it cannot be recovered from him or set off in a suit brought by him for wages due at a term when he had such certificate, sec. 13 Neb. 52.

Where one had received a certificate at the time she signed a contract to teach, it was held that she might recover though she had no certificate at the time of her application and at the date of the contract, sec. 27 Pac. R. 15; 36 Ill. App. 153.

A contract is not ratified by the subsequent issuance of a certificate to a teacher, 68 Ind. 80. But in Vermont it was held, where one entered upon the duties of teacher without a certificate and afterwards received one and continued the school with the consent of the prudential committee, that an implied contract arose for future services, and the fact that the express contract was void, would not render void the implied contract, 46 Vt. 452. In the same state it was also held that where a certificate was re-

ceived the day after opening the school was a substantial compliance with the statutes requiring a certificate before commencement of the school. It has also been held in Vermont and other states that where a teachers license expires before the close of the term a recovery can be had for services rendered after expiration of license, 35 Vt. 270.

A teacher's title to compensation is not impaired where license is inadvertently withheld. So where a teacher presented herself for examination in due season, but by direction of the superintendent was not examined until sometime after she began to teach cannot avail to defeat her claim for wages, 41 Vt. 353.

If a superintendent wantonly revokes or withholds a teachers' certificate, the superintendent is liable in damages, so held in Ill. 45 Ill. 12; Ind. 104 Ind. 348. Neither will the cancelling of the teacher's certificate by the superintendent, without the concurrence of the local trustees, deprive a teacher of compensation for services rendered after such cancellation, 56 Miss. 194.

In an action by a teacher to recover for a breach of contract of employment, the New York Supreme Court held that it is not necessary for a teacher to aver that he was a licensed teacher. If he was not qualified that fact should be alleged in the answer of defendant, (42 Hun. 179.) This rule, however, is not sufficiently universal to be safe. In most states there must be an averment that the proper license evidence of qualification was exhibited to the proper authority, 39 Ill. 101; 27 Minn. 433.

To entitle a teacher to recover under a contract to teach, where he is denied the privilege by the directors, he must prove or offer to prove possession of a certificate authorizing him to teach at the time of his employment, 87 Ill. 255. An allegation that the plaintiff was "a duly qualified teacher," is sufficient, 31 Minn. 164.

The fact that a teacher had no certificate is no defense to an action by him against persons presenting a groundless and malicious petition against his appointment to a school, 69 Pa. St. 103.

As a rule, the school directors, trustees or board are authorized to employ teachers in the manner prescribed by law. The individuals composing the board have no power to act so as to bind the district except when they are convened as a board; and any contract made by them when not thus convened, unless it is afterwards fully approved and affirmed when legally in session, is invalid. 126 Ind. 528; 22 Ohio St. 144; 47 Mich. 626; 52 Ark. 511; and 27 Kans. 129.

Contracts for teaching may be made by school directors, trustees or board to extend beyond their own term of office, if such contracts be made in good faith, and not for the purpose of forestalling the actions of their successors, 1 Ind. app. 138. Even where the intention of the old board is to forestall their successors, if the teacher contracted with is not a party to such illegal intent the contract is not avoided, 1 Ind. app. 138. A board of school trustees may bind a school town by a contract with a teacher, though the contract is not to be performed before the election of a new board. Neither can the contract with such teacher be annulled by the subsequent action of a new board in abolishing the department in which she was engaged to teach, 1 Ind. app. 138.

A contract with a teacher as for his personal services to teach, and he cannot fulfil the contract by employing a substitute, however competent, 88 Ill. 563. It is admitted that the duties of school trustee and teacher are incompatible, hence if a trustee is employed by his fellows as teacher, he thereby vacates his office. So held in case of *Ferguson v. True* 3 Bush. (Ky. S. C.) 255.

The Franklin Manufacturing Co., of Rochester, N. Y., are large makers of school crayons in colors. To make them specially attractive to school children, they put a Brownie picture card with each package of crayons to be colored by the children. This is both amusing and instructive.

The Andrews School Furnishing Company, of 65 Fifth avenue, New York, have just completed what is probably the largest and finest lot of slate blackboards to be found in any single building. This work may be seen at the new Teachers college, Morning-side park and 120th street, New York city. There is something over 6,000 square feet of the blackboards in the building, the slate being the famous "Indian Head" brand.

Adjustable school desks seem to be meeting with greater favor every year. The latest aspirant for honors is the Olive Adjustable school desk, manufactured by the Durant School Desk Co., of Racine, Wis., and Pasadena, Cal. They are highly recommended by a number of California teachers.

A dust proof inkstand for school desks has been invented by Jas. C. Gable, of Lancaster, Pa. It is an ordinary ink-bottle, and fits in the desk the same as the regular bottle. It is held in place by a piece of metal screwed to the desk upon which works a lever with a hinge joint to which a rubber or cork stopper is attached—slight pressure on the lever opens and closes the stand. It is manufactured by the Dust Proof Ink-Stand Co., Lancaster, Pa.

Editorial Notes.

We promise our readers a treat in the series of articles on Mental Education by Clement Fzandic an introduction to which appears in this week's issue. As a short course in pedagogical psychology, these articles will be found of great value for their clearness and their practical nearness to the teacher's actual work.

The note in THE JOURNAL of August 11, referring to a conversation on teaching reading overheard in Asbury Park has brought out a number of replies all favoring the old-fashioned a-b-c-way. One of these letters was printed in the Correspondence column last week. It is wise to use caution in criticising "methods." The teacher who believes in the spelling way and knows how to hold the interest of the class with it no doubt accomplishes more than those who have adopted the "thought," "word," or "sentence" or any other of the modern ways and "bore" their pupils. In the helpful series of articles on "Reading in our Public Schools," by Mrs. Alford, in *Werner's Magazine*, occurs the following passage which gives the point we wish to make: "A celebrated artist," it is said, "when asked by a pupil how he mixed his colors, replied, 'With brains, sir!'" The retort applies just as aptly to methods of teaching as to mixing of paints. The failure or the success of a method depends very largely on the skill of the teacher using it. A ready-made plan warranted to suit all classes is a commodity which our most complete shops do not advertise. An earnest, progressive teacher will cull ideas from every source, but will use no plan until she has compared it with the needs of her pupils both as a class and as individuals; has adapted the plan to her own style of teaching, has individualized it, and made it her own. In short, we must teach 'with brains, sir!'"

The annual summer number of THE JOURNAL has been highly commended by educators everywhere. From every part of the United States, from Canada, England, Germany, France, and several other countries letters have been received expressing appreciation of its plan and the character of its contents. Some of the articles were reprinted by other papers. A friend who paid the editor a visit said, "I would pay you the price of a whole year's subscription to THE JOURNAL for that one number if I could not get it in any other way." Heartfelt thanks are rendered for these words of cheer to all friends here and abroad, particularly also to those who aided in making the number a success by the contribution of inspiring and helpful articles. The names of the writers are well-known as those of leaders in the educational world; among them were: President Chas. DeGarmo, Prof. Levi Seeley, Prof. Edgar Dubs Shimer, Miss Ellen E. Kenyon, Dr. Maximilian P. E. Groszmann, Dr. Theo. B. Noss, Prof. Wilbur S. Jackman, Dr. Ernst Richard, Supt. C. B. Gilbert. Her British Majesty's Inspector T. G. Rooper, Prof. Walter J. Kenyon, and Prof. Clarence E. Meleney. It is not boasting but simply stating a downright fact when it is said that no single issue of any educational journal has ever offered so remarkable a collection of contributions.

It is hard for many students to believe that instruction can be given by mail. They ask advice and usually get discouragement from persons, even teachers, who have never investigated and do not know the truth. It is a fact, however, well known to all who have looked into the matter, that hundreds of students are receiving practical instructions by correspondence, and are well satisfied. The University Correspondence college in England, for example, reports that in June 1893 of its students passed the very severe matriculation examination of the London university. Prof. Moran, of St. Louis, in this present number gives some strong points in support of correspondence colleges. See his article on "Teaching by Mail."

The School Law department on page 158 is a new feature of THE JOURNAL whose value will be appreciated by teachers and school officers.

Leading Events of the Week.

The tariff bill became a law without the president's signature at midnight, August 27. The first day of the operation of the law there was a great rush to get goods out of bonded warehouses, in order to take advantage of the lower rates of duty provided.—Death of Mrs. Celia Thaxter, the poet.—An imperial edict condemns the Chinese officers who were responsible for the recent outrages on missionaries, and sentences them to be beheaded.—Death at Youngstown, Ohio, of John Newell, a prominent railroad president.—Fifty-one vessels take part in the maneuvers of the German North sea fleet.—The war fever in Japan at its height; the people eager for the concentration of troops for a march on Peking.—Death of Christopher Finlay Fraser, prominent in Canadian politics.

Editorial Correspondence.

Amsterdam is reached easily in twelve hours from London. A train leaves London at 8:30 every evening for Harwich; there a steamer is taken, and the Hook of Holland reached by five next morning; a train starts off at once, passing through Delft and then Scheidam more famous in America for its production of "schnapps" than anything else; in the production of its "Hollands" and "Geneva," over 200 distilleries are employed; this latter liquid is so called because the *Jenever* berry (the juniper) is used to flavor it. A steam-tram runs to Rotterdam in a half hour. We make a short stop in Schardam, and then go on to the Hague, the residence of the government, having 150,000 people; and then through Leyden, then to Haarlem, where the railroad turns to the east, and Amsterdam, the capital of the Netherlands, is reached about 8:30 A. M.

The city has over 400,000 inhabitants, and is full of commercial activity. There are numerous hotels. I chose the Hotel Suisse; it is well conducted, and the rates are moderate, for lodging and breakfast \$1.00; for dinner, 60 cents. English is spoken. The Calverstraat, where the hotel is situated, is one of the important streets, and yet is so narrow that no vehicles are allowed in it in the busy part of the day; then the street as well as the sidewalks are filled with people.

Amsterdam seems to form a sort of semicircle, a half wheel; the railroad station is at the hub; streets radiate like spokes from this point; around this, too, canals curve in a semicircle, growing larger and larger. On the canals there is a busy life; boats come in from the country on canals laden with produce from farms, and enter these canals, and unload at the markets; few horses are seen. In making excursions I was able to realize that the entire country is below sea level. All along the Zuider Zee are earthworks (dykes) to keep the sea off the land. In some places, as near Helder where the north end of the land which forms Holland is much exposed to the sea, the dyke is a massive work; it is protected by stones that descend into the sea 200 feet. I have stood on the flat meadow on the landward side of the dyke, and have heard the angry tide pound on the other side, knowing the water was fully twelve feet higher there than that in the quiet canal where I was. Vast meadows stretched westward, level as a floor; on these the black and white Holstein cattle were peacefully grazing; houses dotted the landscape; churches and schools sent up their spires; around the whole was a wall to keep out the hungry sea. No roads exist, except those on the dykes; none are needed for the produce goes by boats; the railroads, too, are on the dykes. Having built the dykes to keep out the sea, windmills are used to pump out the water that falls in showers. In many cases there were lakes of considerable size, these were pumped dry, and give rise to "polders" the old bottoms which prove very valuable for pastures.

One of the interesting places I have visited is Volendam, a little fishing village on the Zuider Zee about 15 miles from Amsterdam. It is built on both sides of the great dyke; on the land side are three or four rows of houses covered with red tiles; on the seaside there is a single row; a breakwater of stones a hundred feet beyond the dyke forms a harbor, in which over 300 stout Dutch sloops are housed in winter; now about 100 are lying there. The dress of the men is very peculiar: to a sleeved vest of red or purple cloth pantaloons are buttoned; enough cloth is gathered to a band to make five pairs; the legs, too, are of immense size, so that they are swollen out at the hips in an extraordinary manner. The women wear a peculiar lace cap that flares out at the sides. All, even the three-year old girls and boys, wear wooden shoes. They are a very clean and industrious people; the women are at home scrubbing and scouring, or, walking up and down the dyke knitting or darning stockings. This is quite a resort for artists; only from them have some of the people heard of America. The Dutch are great lovers of home; they live here on a mere pittance and do not think of emigrating.

I wished these peaceful people were residents of Chicago in the place of the unruly set that has given that city such a terrible name. The news of the riots there caused much comment. It was remarked in English newspapers, "No wonder; the scalawags of Europe are congregated there." A Swiss gentleman spoke of the sudden departure for America of one who had committed a crime and was sought for by the police. A traveler from Italy said in reply to his inquiry, "What has become of the brigands?" They retorted, "Gone to America." All concurred in saying that the Americans were fools if they did not have an efficient and active police and shoot down rioters remorselessly. When one is pointed out here buildings that have stood for 1,000 years, he sees there is a law-abiding spirit in this land that does not exist in the Western parts of America.

The kingdom of the Netherlands is composed of eleven states of which Holland is one, that is, Holland is not all of the Dutch country; it has about the population of the state of New York. Wilhelmina, now about 14 years old, will be queen, if she lives; her mother is regent. The town of Delft (referred to above) has a celebrity connected with the early history of the country; the Prinsenhof (prince's house), on a canal now used as a museum,

was the scene of the murder of William Prince of Orange, on July 10, 1584, by Gerhard who thus sought to get the price offered for his head. The spot is pointed out by an inscription; the marks of the bullet still remain. William the Silent was the founder of Dutch liberty; his son, Maurice, caused John of Barneveld, to be condemned to death in the 72d year of his age; the case has since been adjudicated in favor of Barneveld.

The country is full of interesting materials for the tourist. The Dutch are the most industrious people in the world. They have dug canals and made farms out of swamps and lake bottoms, that other nations would have left untouched. In looking about one feels it is a pity these hard working people have not more room. If they had had a knowledge of the English language, and had given their young men and women a chance by emigration, the reaction on the parent country would have been favorable. I mean that a country that would prosper must have for its motto, Interest in Humanity; these people have limited their interest too much to themselves; not selfishly, perhaps, but practically it has amounted to the same thing. If I were asked to suggest a way out for the Dutch, I would propose that all the children be set to learn the English language. I believe Germany would be far better off to-day if she used the English language. For, in the good time coming, all the nations will use one language, and that cannot but be the English; it may be many centuries before this is accomplished, but it is one of the things that is sure to come to pass. Altruism is not only a duty, it is a means to a higher state of prosperity. The Dutch appear to possess too little interest in other nations. But they are kind, domestic, religious, industrious, persevering, and brave.

A. M. K.

The Boston school board is at last recognizing the necessity of giving the superintendent greater power than he had in the past. The adoption of the rule making him the executive head of the department of instruction over all supervisors, principals, and other instructors, means a good step forward in the right direction. Supt. Seaver has been greatly hampered in the past by the red tape regulations which made it impossible to carry out his plans in an effectual manner.

The Memphis, Tenn., board of education will not permit teachers to give private lessons for pay to the pupils of their own classes during any part of the school term. This is a wise rule.

It would be well if every city would have a rule governing the qualification of kindergartners such as Denver, Col., for instance, has adopted. There, kindergartners must present a diploma from some reputable training institution, or pass such examination on kindergarten work as the kindergarten department of the State Normal school may direct.

We notice that Prof. M. G. Brumbaugh, of the University of Pennsylvania, has been engaged for more autumn institutes than any other instructor of our acquaintance. He is thoroughly at home in all branches of pedagogics and possesses the power to interest teachers and aid them to advance in professional knowledge and skill. His work is fully appreciated by the live teachers of the Keystone state.

The board of education at Flint, Mich., will not employ any teacher or janitor, who is either the father or mother, brother or sister, son or daughter, of any member of the board of trustees. Even the nephews or nieces or any person bearing such relationship to the wife of any member of the board of trustees are debarred from appointments. Those who wish to teach in or take care of a school in Flint will have to use considerable judgment in choosing relatives hereafter.

For many years THE JOURNAL has urged the need of cultivating in children a taste for the best and purest literature by acquainting them with some of the works of great writers. The idea is at present, to some extent, at least, practically applied in many schools. What works to choose for the different classes in school is a question not easily answered. Messrs. Houghton, Mifflin & Company, Boston, have issued a "grade card" which shows what books have been selected from their Riverside Literature series for the different grades of school work in nineteen representative cities. Chicago, we notice, heads the list with the following selections: Grades I., "The Riverside Primer and Reader," II. and III., "Fables and Folk Stories;" IV., "Hawthorne's 'Little Daffydownilly' and a part of Hans Andersen's stories;" V., Hawthorne's "True Stories from New England History" and Fiske's "War of Independence;" VI., Longfellow's "Children's Hour and Other Selections," Charles Dudley Warner's "A-Hunting of the Deer," etc., and a part of Hawthorne's "Tanglewood Tales;" VII., Holmes' "Grandmother's Story of Bunker Hill," etc., John Burroughs' "Birds and Beasts," and Lowell's "Under the Old Elm," and other poems; VIII. and IX., Longfellow's "Evangeline," Whittier's "Snow-Bound," "Among the Hills," and "Songs of Labor," and part of Hawthorne's "Wonder-Book." San Francisco has adopted almost the same selections.



R. G. Boone.

By the EDITOR.

Dr. Richard Gause Boone, the president of the Michigan State normal school, at Ypsilanti, is widely known as a thorough going and progressive educational thinker. He is a native of Eastern Indiana, having been born at Spiceland, a "Friends" settlement, in 1849; received his early schooling at the academy in his native village, and later, after several years' experience in teaching, pursued special studies in psychology and educational science in the John Hopkins university. In 1883, he received the degree of A. M. from DePauw university and in 1888 that of Ph. D. from Ohio university.

He has been active in school work for upward of twenty-five years, and has in this time held positions in schools of every grade, from the country districts, through village and city graded and high schools, normal school, and the university. In 1886, while superintendent of city schools in Frankfort, Ind., he received the appointment as professor of pedagogics in the Indiana State university at Bloomington. From this position he was last year called to the presidency of Michigan's first normal school.

Dr. Boone has been for many years a close student of philosophy. At first his investigations were chiefly in the history of philosophy, ethics, and psychology. As superintendent of schools he devoted his spare moments particularly to the study of pedagogy. His interest in this branch of philosophy has grown along the way, gathering to itself social and sociological and ethical problems, with the psychic forces that are conditioning in society and institutions, rather than the more purely psychological questions that belong to the individual.

The results of Dr. Boone's historical studies best known to students of pedagogy are his "History of Education in Indiana" and "Education in the United States." Its history from the earliest settlements." The latter work is, as Dr. Harris has well described it, "the first noteworthy attempt at a general history of education in the United States." A contribution of particular interest to students of higher education is his monograph study of "The results of the Elective System in Indiana University." Of late his interest has turned to the study of Herbart's pedagogics. A paper recently read by him before the Ypsilanti Normal School Pedagogical club has come to hand, which shows that he has been making investigations aiming at a satisfactory solution of the problems of concentration and coordination of studies.

As a lecturer on educational topics Dr. Boone has also been very successful. He is an effective speaker and impresses his hearers as a man who has solidly grounded pedagogic convictions and loves the work for the education of the rising generation. He has addressed teachers' meetings in Indiana, Ohio, Michigan, Illinois, Pennsylvania, New York, New Jersey, West Virginia, Arkansas, Kentucky, and Texas. His address before the National Educational Association at Asbury Park was commented upon in a recent number of THE JOURNAL. An abstract of it is printed in the present issue.

The Kings County, N. Y., Christian Temperance union have pledged themselves to patronize only merchants, dry goods, and others inclusive, who do not sell liquors or receive orders to be filled by other merchants, as some of them do. It seems strange that dry goods stores should be charged with dealing in wet goods. But one ardent temperance advocate said that the dry goods stores sometimes sell more liquor than the saloons. Some of the New York dry goods stores advertise their wines and whiskeys in street-cars and elevated railroad trains.

Vacation Schools.

The plan of opening a number of schools for a few weeks during the long summer vacation is warmly commended and will, it is hoped, be adopted by all city boards of education. The experiment has been tried in Boston, New York, and several other cities and its successful results have established the fact that the vacation schools fill a real need. The children of the poor are particularly benefited. In the school-room they certainly breathe a healthier atmosphere, both physically and morally, than in the hot and crowded streets with their demoralizing influences. Besides this—and this is a weighty consideration—the children of the poor get a larger share of the advantages of the school life. It is a well known fact that the majority of them can attend school only a few years and wise economy in the use of their time is an imperative duty. A portion, at least, of the two months in every year that are wasted in idleness, purposeless play, or worse yet, in mischief and vice, might easily be turned to good account.

New York has this summer for the first time opened a few vacation schools for the special benefit of the street children. Credit for this benevolent and needed move is due to the Society for the Improvement of the Condition of the Poor. This society undertook the work with funds from private sources, the board of education granting them the use of four public school buildings situated in the most densely populated districts of the city. Dr. James Hanley, Miss Sarah F. Buckelew, and Miss Mary J. Carolan, each had charge of one school. The registry of the first week amounted to more than 1000 pupils. The course of study arranged by the managers covers six weeks.

The *Times* printed a bright account of the work of one of the schools of which Miss Carolan is the principal. To illustrate the general interest taken in the school by the pupils the story is told of a little girl who fearing that her presence would be required at home to "tend the baby," asked that she be allowed to bring him with her so that her attendance at the school might not be interrupted. "Oh! please, teacher," said the little girl, "let me bring baby with me. I will keep it quiet and see that it doesn't cry at all." Permission was granted, and the baby and its little mistress were among the most attentive pupils the next day.

The school hours are from 9 to 12 in the morning. After the opening exercises which consist mainly of singing, calisthenics, volunteer recitations, and story-telling, the regular class work begins. Language and manual work form the principal subjects of instruction. Kindergarten training is also offered. "While the children greatly enjoy the advantages of the school," Miss Carolan said to a reporter, "the parents also thoroughly appreciate the new institution. The pupils come from what may be called the 'better poor classes' and their parents are grateful for this means of occupying their little ones during the morning hours of the hot summer days."

The vacation schools will probably be encouraged with a liberal appropriation by the board of education next year. This will make it possible to open more schools. Four is too small a number for a city like New York.

We should like to hear of all cities that are supporting vacation schools. Many helpful suggestions might be gathered from reports of this kind for next year, when we earnestly hope every large city will have adopted the vacation school plan.

Mr. Geo. Hardy, principal of No. 82, has been appointed Prof. of English in the College of the City of New York. Mr. Frank Coleman formerly first assistant at No. 18 will take his place.

Potter & Putnam of New York, will shortly issue the Natural Drawing Series of six books, by Wm. M. Butterfield. The new Phonic Primer, by Mary E. Riley, and Essentials of English Grammar, by J. H. Hockenberry.

A. J. Fassett and Charles A. Genung of White Plains, New York, have taken the State Agencies of New York, New Jersey, and Ohio, for the Script Reading Chart published by Potter & Putnam of New York.

Potter & Putnam of New York, have furnished Croton Falls, New York; Dunellen, New Jersey, and East Hampton Long Island, with the "Regal" desks, natural slate blackboards, school supplies, etc.

A. H. Andrews & Co., Chicago, have placed on the market a new blackboard eraser, that, for quality and price, will recommend itself to school boards. It is called the "Chicago."

The Hyatt School Slate Co., factory at Bethlehem, Pa., which burned down June 24, is being rebuilt, and will have much greater capacity. The Hyatt Co., have made a success of their colored-line slates. They recommend themselves to every teacher.

The Dixon Crucible Co., captured the Chicago school board order of 4,000 gross No. 1 lead pencils, 100 gross No. 3 lead pencils, and 2,500 gross cedar covered slate pencils.

The Eagle Pencil Co., received the order for 2,000 gross cedar pen holders, and 20,000 gross steel pens.

The revised edition of Gildersleeve's Latin grammar published by the University Publishing Co. will be ready Sept. 1.

A New Piece of Science Apparatus.

Figure 1 represents a new galvanometer and magnetometer one of the most useful pieces of apparatus put upon the market this year, being especially adapted to school use not only for individual work, but also for lecture purposes. As can be seen, the large scale enables the effect of the current to be viewed with perfect distinctness by a large number of persons. The instrument can be used as a simple detector galvanometer (as in Fig.



2), a differential galvanometer, a tangent galvanometer, or a magnetometer, with the especial advantage (not often found in combination instruments) that when it is being used in any one form all parts not necessary for that form can be laid aside so as not to hamper its action.

Figure 2 shows its appearance as a simple galvanometer. By suitable connections it is easily converted into a differential galvanometer and the coils can be used singly or together. Two needles are furnished, one single and one astatic. When used as a tangent, the coils are removed and the body placed on the frame as in Figure 1. Two short magnets are placed beside the needle if desired to correct outside influence. Only one circle is shown in the cut, but another is placed over this, variously wound; ordinarily in such a way as to give one and ten ohms resistance and with connectors for the first, third, fifth, and tenth coils for the one ohm circuit and by a plug switch for the ten ohm circuit as well, thus giving a range of action more extended than any instrument of a similar nature of our acquaintance. As a magnetometer, the bar magnet can be placed in a slide (not shown in cuts) which takes the place of the coils in Figure 2.



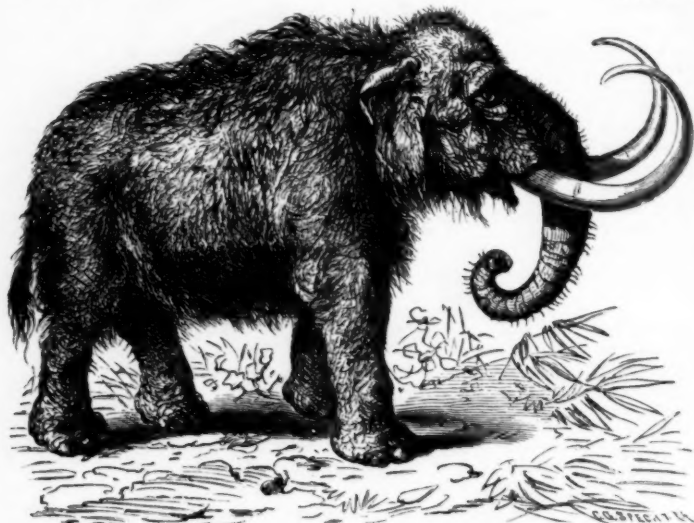
The instrument is made in several forms, differing, however, not in finish, but in accessories; *i. e.*, fine centering adjustment for suspension thread, mirror, degree scale, extra pointer, etc.

The stand is much neater than that shown in the illustration and several minor details have been worked out by the manufacturers' special designer with a view to improving the usefulness of the instrument and have been attended with marked success. The price of this instrument is about one-half as much as the combined price of the pieces above mentioned in separate form.

The fact that this piece of apparatus is made by the Alfred L. Robbins Co., Chicago, will speak for itself and be a guarantee of excellence. Any article for teaching science or any instrument of precision for making accurate observations is furnished by this firm, who always keep on hand a specially large stock.

Extinct Giants of the Animal World.

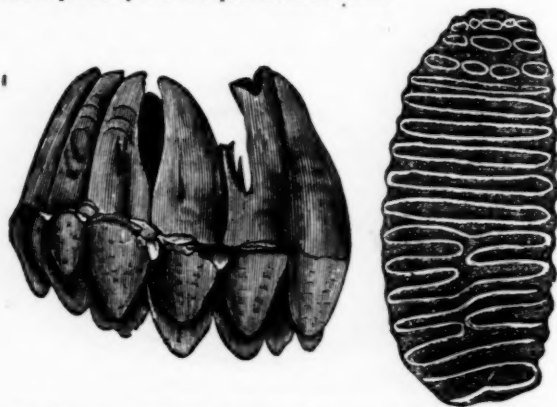
The hairy elephant or mammoth lived in the northern portions of Europe, Asia and North America until a comparatively recent period. The fragment of a tusk of one has been found with a rude picture of the animal scratched upon it; thus showing that man had progressed considerably in his artistic development prior to the extinction of this huge animal. In the frozen soil of the banks of the Siberian rivers various carcasses have been found. So well preserved was one, at least, of these that the native Jakutski of the River Lena fed their dogs upon the flesh cut from the carcass.



The accompanying picture is from a careful restoration of this great animal, purchased in Stuttgart many years ago by Prof. Henry A. Ward, of Rochester, N. Y., and which has astonished many visitors to expositions where Ward's Natural Science Establishment has made a display of its natural history material.

This restoration is based upon the largest bones contained in the Royal Museum of Stuttgart, and therefore probably represents one of the largest sized mammoths. It measures 16 feet in height, 26 feet in extreme length and 32 feet in greatest girth.

Much more common with us, and peculiar to North America, is the mastodon (*Mastodon Americanus*). Antedating the mammoth and less specialized in make up, it may be considered as its progenitor, though not in the direct line of descent. New York state, the Ohio river valley, and Big Bone Lick, Kentucky, have yielded probably the best preserved remains.



At the present time in the workshops of Ward's Natural Science Establishment is being mounted the skeleton of a large mastodon belonging to the university of Ohio. The greater part of these bones were found in a swamp some 50 miles from Columbus, Ohio. When unearthed the skull was quite perfect,—an unusual feature in mastodon remains. The farmers who found it, coveting the fine, glossy, enamel-covered teeth, broke the skull into fragments with picks in order to extract them; and would probably eventually have destroyed the whole skeleton had it not been discovered in time by a better informed person who succeeded in preserving to science what remained of the lordly beast.

The height of the mastodon was about that of modern elephants; but the bones are much heavier, indicating a stronger and stockier animal. Its tusks are longer as well as thicker than those of modern elephants. Quite frequently the tusks (or incisors) of the lower jaw were persistent through life. They were

small compared with those of the upper jaw, being hardly a twelfth of the size of the latter. Before the mastodons of Europe and Asia there existed the *dinotherium*, an elephantoid animal having tusks only in its lower jaw. Thus in regular succession in time we have the *dinotherium*, with tusks in lower jaw only, mastodon with tusks in both jaws or in upper only, and mammoth and other elephants with tusks only in the upper jaw.

The difference between a molar of the American mastodon and one of a mammoth are shown in the accompanying cuts. The transition between the nipple-shaped prominences of the crown of the mastodon molar (whence the name) and the flat grinding surface of the mammoth's molar is found in the various extinct species of mastodons and elephants.

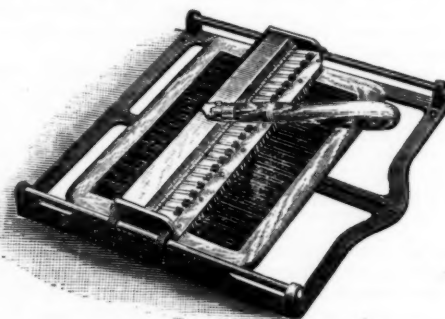
The Indians possessed some traditions of the mastodon; but whether these are to be considered as real traditions or only stories invented to account for the huge bones that they must have repeatedly discovered is perhaps a matter of opinion. Still it is fairly certain that the mastodon lingered until after the advent of man on this continent.

The food of the mastodon was similar to that of the elephant, consisting of the small branches and leaves of trees. It probably used its immense tusks as the elephant does, in uprooting trees to get at the newer growth of the topmost branches.

Most mastodon remains are found in swamps where the animals apparently became mired, or in river beds where they have become covered with sand and gravel and consequently preserved. The remains of those that died upon dry land were undoubtedly mostly destroyed by carnivorous animals and the gradual wasting away by the mechanical and chemical forces of nature that continually act upon all objects not protected from these influences.

Ruling Slates.

So much work in elementary schools is being done on slates that a machine for ruling them has become almost a necessity in every school-house. Without a help of this kind much valuable time would be wasted, for all ruled slates require re-ruling at least once a term, as the lines soon become dim by use.



Mr. J. L. Hammett, of Boston, has designed and manufactured a "Perfect Slate Ruler" that meets all requirements. Ten or twelve dozen slates can be easily ruled with this ruler in an hour by the janitor or one of the older pupils. It can be adjusted to rule any size slate from 5x7 to 8x12, and a light ruling of the entire slate accomplished by one stroke of the machine. If deeper ruling is desired one or two additional strokes will do the work.

Cap and Gown in Seminaries and Academies.

There is considerable interest being taken by a number of academies in the Oxford cap and gown as a useful uniform. This may have been stimulated by recent articles in the *University Magazine* and *THE SCHOOL JOURNAL*, for June, which contained a quarter-page advertisement embodying quotations on the subject.

One principal writes that he thinks this is "what he has been looking for for years." Another, that he favors it very much as a uniform and likes a dark blue color. A large number of academies have sent to Messrs. Cottrell & Leonard, Albany, N. Y., for circulars. Among the academies that have used outfits are, Packer Collegiate Institute, Brooklyn, N. Y.; Fort Edward, (N. Y.) Collegiate Institute; East Greenwich (R. I.) Academy; Science Hill School, Shelbyville, Ky., besides a considerable number of secondary colleges. The saving in dresses, besides the saving in emulation in dress, appeals to all who study economy and like grace.

For Manual Training Classes.

The cabinet bench for manual training schools shown in the accompanying illustration is made from plans drawn by Mr. Chas. B. Howe, who was recently elected secretary of the Manual Training Teachers' Association of America. It is made of maple throughout, except the screws which are of hickory 2 inches thick. The lumber is all thoroughly seasoned and the bench is carefully put together, all joints being glued wherever practicable. It is



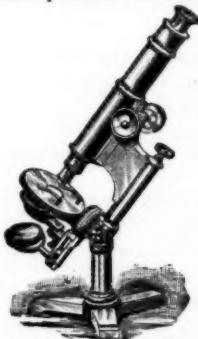
provided with wooden bench stops and a tool rack which can be altered to suit different requirements. It is very rigid and strong and has holes for lag screws by which the bench may be bolted to the floor and the top fastened to the legs if desired. The dimensions are as follows: length, 4 ft.; width, 18 ft. over all; recess, 6 ft. wide; height, 28, 30, and 32 in.

Seventeen of these practical benches will be used in Tome Institute of Port Deposit, Md., and many other institutions will soon be provided with them. Duplicates can be obtained from Hammacher, Schlemmer & Co., New York, who have for a number of years been making a specialty of tools and supplies for manual training schools.

Address Hammacher, Schlemmer & Co., 209 Bowery, New York, for circulars.

Universal Microscope.

This microscope is, as its name implies, an instrument which is universal in its application to all microscopic work. It was made in answer to a popular demand, is elegant in design and of the best possible work and finish. The base is of the tripod form and made of brass; it has on its lower surface three soft rubber pads, and is of such weight as to sustain the instrument firmly at any inclination of the body. The brass pillar is large and heavy, and connected by joint for inclination of the arm. A heavy thumb-screw permits the instrument to be rigidly fastened in any position on the base, so that it may be made more than ordinarily steady. The coarse adjustment is by rack and pinion, and of sufficient range to admit of the use of very low-power objectives; the fine adjustment is by micrometer screw, acting on Bausch & Lomb's patent frictionless motion. The main tube has two draw-tubes, one being graduated by



which a considerable range in length may be attained; they may be contracted to less than the standard, or may be extended beyond it; both draw-tubes have society screw, and the main tube has broad-gauge screw and adapter for society screw. A new and valuable improvement is the addition of the cloth linings in which both draw-tubes move. The stage has concentric, revolving motion with removable spring clips, and its upper surface lies in the same plane as center of mirror-bar movement and joint for inclination; it is thin to allow the greatest obliquity, but firm under any manipulation. The mirrors are plane and concave and of large size, and both these and the substage are adjustable on their respective bars; the circular bearings of these are large and are graduated to degrees and silvered. A steel pin for centering stage and substage accompanies the instrument.

The mirror and substage bars have their axes in the plane of the stage and move independent of one another or together to any obliquity below or above the stage.

For further information regarding this and other microscopes address Bausch & Lomb, Rochester, N. Y.

Typewriters in Schools.

For a long time the business colleges of the country held the monopoly on typewriter instruction, but within the last year courses in typewriting and shorthand have been introduced into

public and normal schools and even higher institutions of learning in many parts of the country.

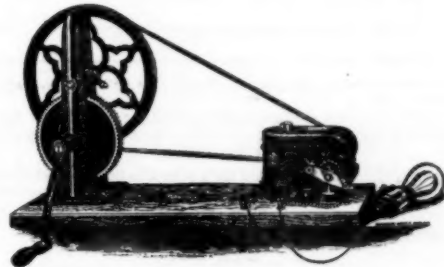
Wherever this new feature has been added to the curriculum it has proved a success beyond the expectation of those who at first rather timidly thought the plan a feasible and desirable one. Schools of all grades are now interested in the matter and it does not appear that any considerable time will elapse before every school will be equipped for the instruction of pupils in typewriting.

Naturally both teachers and pupils are interested in determining what typewriter they shall use. We have no hesitation in saying that no one can make any mistake in adopting the Caligraph, which has now been on the market for 14 years. It has been thoroughly tested and very many of the earlier machines are still in use and doing good work. It was the first machine to adopt the rational scheme of a key for every character, which makes it possible for the youngest pupil to readily learn to operate it, and is in every respect of special value for school use.

A Model Dynamo.

The accompanying illustration represents the improved model dynamo manufactured by Messrs. Richards & Co., Ltd., of New York and Chicago, for the use of teachers, students, and amateur investigators. It is of especial value to schools and students in electricity since it is patterned after and follows in its construction and details the large modern generators.

The machine is built not merely for purposes of illustration, but it is made for actual work, all parts being constructed of the best material and in the most substantial manner. The armature core is laminated and wound with double-covered wire. The shaft is of steel, with brass bearings. The commutator has from six to sixteen bars (according to winding) the brush contact being ample and will wear for years. All machines are shunt wound, unless otherwise ordered. These dynamos are furnished with a voltage of from five to twenty-five, or higher to order. The generator weighs 20 lb. is 4½ inches high and 9 feet in length through armature shaft, and is mounted on a handsome oak base. At a



speed of but 1,600 revolutions per minute, it has an output of 75 watts, the voltage and amperage varying according to the winding. The hand power is shown on the left of the base. The gears are cut, not cast, and run without noise; the shafting is of best steel, the pulley well balanced, and all parts fit accurately and run easily.

The low voltage dynamo is a superior machine for electroplating. The internal resistance is very low and the shunt wound field prevents a reversal of the current, which would ruin the work. For the lecture table, the machine is a boon. A powerful current is always at hand without the annoyances of the dirt and bother of an electric battery. It is only necessary to turn the crank slowly or briskly and a low or high tension current is immediately supplied, suitable for any demonstration or experimental work. The dynamo works readily as a motor with from five to fifteen battery cells, according to the voltage used. With a rheostat, the ordinary incandescent current can readily be utilized.

The price of the model dynamo is \$25 complete, or \$20 without the hand power.

School Building Notes.

Great activity is noted in the school building world. Never before have so many buildings been projected or handsome plans been drawn. The modern school building is, as a rule, a fine piece of architecture fitted with the most approved systems of heating and ventilating—plumbing, lighting, etc., handsome furniture, blackboards, and apparatus. Every year brings an advance.

Every month under this head we shall give as complete a list of new school buildings and their cost as possible.

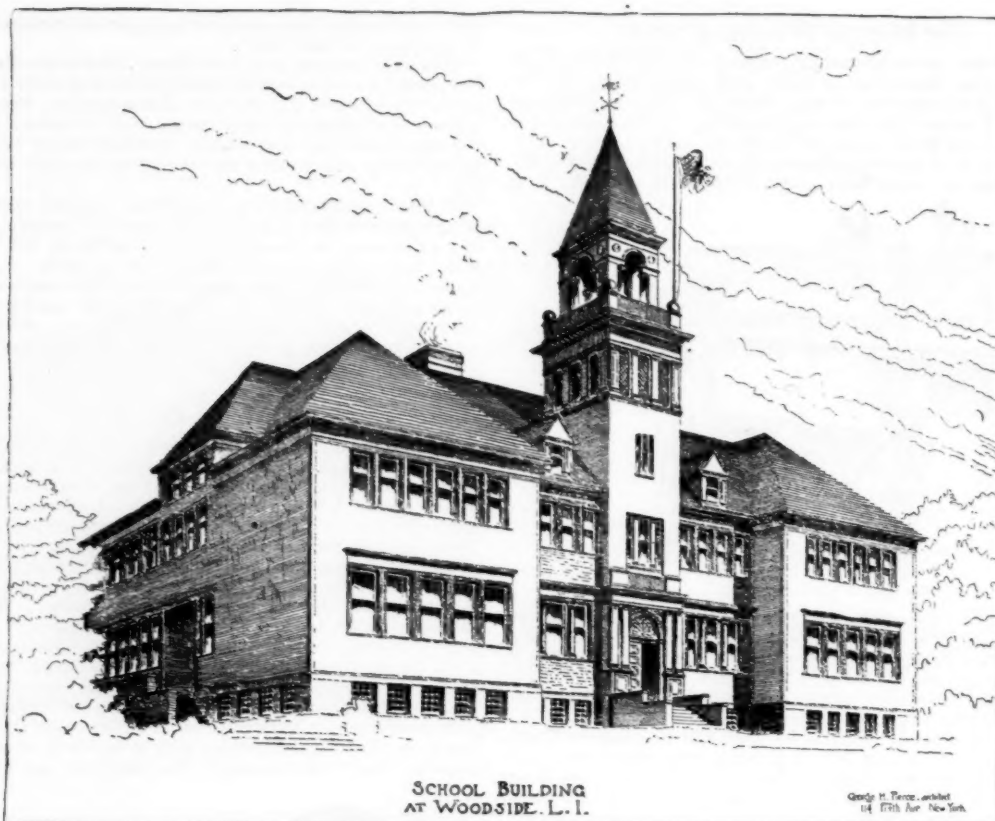
ALABAMA.

BREWTON, ALA.—Brewton Institute will spend \$12,500 rebuilding.

CONNECTICUT.

BRISTOL, CONN., will spend \$30,000 on a new school.

MERIDEN, CONN., will build an eight-room brick and brown stone school-house.



SCHOOL BUILDING
AT WOODSIDE, L. I.

NEW HAVEN, CONN.—The Stokes Trust Co. will build a \$25,000 brick and stone dormitory.

MIDDLETOWN, CONN.—High school building, costing about \$45,000.

HARTFORD, CONN.—Building on Pearl street for an evening school.

GEORGIA.

MARIETTA, GA., has contracted for a school building—cost \$11,000.

WAY CROSS, GA., has appropriated \$20,000 for a new school building.

KENTUCKY.

RICHMOND, KY., will build a \$22,000 school building.

ILLINOIS.

CHICAGO, ILL.—At the corner of Sheridan and Gardner streets, will build a school at the cost of \$30,000.

DE KALB, ILL., will spend \$10,000 on a new school building.

MONTICELLO, ILL.—\$20,000 public school building.

WEST PULLMAN, ILL.—Catholic school costing \$100,000.

OREGON, ILL.—Fine new building.

INDIANA.

FORT WAYNE, IND.—Twelve-room building.

EVANSVILLE, IND.—\$7,000 addition to Centennial school.

IOWA.

MAPLETON, IA., will build a new school-house.

MASON CITY, IA., will build a new ward school.

SPIRIT LAKE, IA., will spend \$2,500 on repairs.

KNOXVILLE, IA., will erect a new ward school.

STORM LAKE, IA., will erect a new school.

VALLEY JUNCTION, IA., will spend \$5,000 on a new building.

COUNCIL BLUFFS, IA., is building an \$80,000 high school.

ELDORA, IA., has voted to issue \$12,000 in bonds to erect a high school building.

MARYLAND.

BALTIMORE, MD., will spend \$105,000 on the New Western Female high school.

OAKLAND, MD.—School to cost \$12,200 will be built.

MICHIGAN.

DETROIT, MICH., will build a new school to cost \$30,000—also an addition to the Van Dyke school \$10,000, and remodeling the Houghton school, \$5,500. Mr. J. G. Doherty will build a two-story brick school for \$4,000. Board of education are advertising for proposals for building the new Central high school.

YPSILANTI, MICH., will erect a three-story brick school to cost \$35,000. New school building erected at Constantinople, Michigan. New building at Coleman, Michigan. Traverse City, Michigan, is building a new school-house. A new high school building at Owasso, Michigan. Read City, Michigan, has erected a new building. Cheboygan, Michigan, has erected a new building.

MINNESOTA.

LAKE CITY, MINN.—High school building.

DULUTH, MINN.—Irving ward school building will be torn down and a fine stone and brick structure built.

JACKSON, MINN.—\$25,000 school-house.

LITTLE FALLS, MINN.—\$18,000 second ward building.

MASSACHUSETTS.

BOSTON, MASS., will erect a four-story school building on Bowdoin street.

DEDHAM, MASS.—A nine-room school building will be erected.

GREENFIELD, MASS., will build an eight-room high school, cost \$25,000.

LOWELL, MASS.—Two school buildings will be erected to cost \$26,000.

WATERTOWN, MASS., has voted \$40,000 for purchase of site and erection of a new school.

WORCESTER, MASS., will build a two-story brick and stone school; also will build an eight-room school at \$30,000.

MISSOURI.

ST. LOUIS, MO.—General Evang. Zion Congregation will spend \$6,000 on a school building.

NEW JERSEY.

ASBURY PARK, N. J.—Contract for new high school has been awarded, cost nearly \$46,000.

BRIDGETON, N. J.—Bids for new school building have been asked.

DUNDEE LAKE, N. J., will build a two-story school.

MAYWOOD, N. J., will erect a school-house at a cost of \$7,000.

ORANGE VALLEY, N. J., will build a new school-house.

SUMMIT, N. J., will erect a wing to their school at a cost of about \$25,000.

NEW YORK.

BROOKLYN, N. Y.—Pratt institute will build another addition to their fine school to cost \$10,000. St. Leonard's Church, Hamburg and Jefferson streets, are making an addition to the school at a cost of \$45,000.

The State normal school, at Oneonta, New York, burned recently. The new building will have \$75,000 insurance and an appropriation of \$100,000.

ROCHESTER, N. Y.—Ward building.

Mt. VERNON, N. Y., is planning for a new \$30,000 school building.

NEW YORK CITY.

NEW YORK CITY.—New buildings and additions as follows: At Kingsbridge, No. 66, cost \$110,351. Ninth street and First avenue, \$105,000.—Grammar School No. 4, \$22,150. Heating and ventilating apparatus in new school, 81st St. and Ave. A, \$29,197. Contracts have been awarded for new buildings and annexes as follows, No. 4—\$22,150. No. 87—\$52,259. No. 66—\$46,850. No. 60—\$18,500. University of New York and several ward buildings.

NORTH CAROLINA.

RALEIGH, N. C.—Baptist State Female University will be built at an expense of \$35,000.

OHIO.

CINCINNATI, O., will build a school of three stories, cost \$40,000.

DELAWARE, O.—Public school building.

CINCINNATI, O.—Catholic school, costing \$40,003.

JEFFERSONVILLE, O.—Fine new building now going up.

PENNSYLVANIA.

ATGLEN, PA.—Contract for new school-house has been placed.

ARDMORE, PA., will build a new two-story school-house.

CHESTER, PA., will build a new grammar school, cost \$40,000.

COMPASSVILLE, PA., will build a new school-house.

GERMANTOWN, PA., will spend \$43,000 on an eight division Franklin school on Horter and Musgrave streets. The Sisters of the Good Shepherd on Chew street are to build a handsome convent building.

NORRITON TOWNSHIP, PA., will build a new school.

MCKEESPORT, PA.—The seventh ward school building will cost \$4,000.

SOUTH BETHLEHEM, PA.—A model school will be erected.

SWARTHMORE, PA.—A new stone building is being erected for Swarthmore college, to be devoted to electricity at a cost of \$12,000.

WILLOW GROVE, PA.—New school-house to cost \$8,000.
 SANDY RIDGE, PA.—A new school-house will be built.
 WYNCOTE, PA.—Plans are being prepared for a \$10,000 school.
 MORRISVILLE AND BRISTOL, PA.—Both towns will build commodious school-houses this season.
 GEORGETOWN, PA.—High school.
 PHILADELPHIA, PA.—A public school corner Horter and Musgrave streets. A large public school corner Norris and 30th streets. University of Pennsylvania will erect a chemical laboratory.
 A parochial school to cost about \$50,000 will be built on Eighteenth and Morris streets. Three parochial schools will be built—Tucker and Cedar streets; Fernon and Eighteenth streets; Brandywine, Green, and Broad streets.

RHODE ISLAND.

PROVIDENCE, R. I.—The Sisters of Mercy will spend \$100,000 on a four-story convent.

SOUTH CAROLINA.

CLEMSON COLLEGE, S. C., will spend \$24,000 in rebuilding.

TEXAS.

CELESTE, TEX.—Gladstone college will spend \$7,500 on improvements.
 ENNIS, TEX.—School to cost \$15,000 will be built.
 GEORGETOWN, TEX.—School to cost \$14,690 will be built.
 GALVESTON, TEX.—\$75,000 high school.

WASHINGTON.

ELLENSBURG, WASH.—Normal school.

WISCONSIN.

BAYFIELD, Wis., is to erect a new school-house at a cost of \$25,000.
 JANESVILLE, Wis.—\$55,000 high school.

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Elizabeth H. Fundenberg.—First Lessons in Reading Based on the Phonic System. Teachers Ed., cloth 50 cents.
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Florence W. Sloane.—Practical Lessons in Fractions with Six Fraction Cards; boards, 60 cents.

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have of late been the subject of much discussion. The report of the COMMITTEE OF TEN is recognized as being the most important contribution yet made to this discussion. A frequent subject of remark is the closeness with which D. C. HEATH & Co.'s publications fit the recommendations of this committee. A few quotations well illustrate this fact.

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are very desirable for the kindergarten, the schoolroom; the library and the home. We make two sizes as companion pieces to our pictures of Froebel, one selling for \$1.00 and the other for 50 cents. These portraits represent Miss Peabody seated in her arm chair, with an open book in her hands, just as she was photographed in the days when she was in the habit of lecturing to the different kindergarten classes of the country.

Among the Books

that you will want this fall are Miss Poulsson's "In the Child's World," Miss Brooks' "Kindergarten Papers," and "Miss Mackenzie's "Kindergarten Blackboard." The first one is running in its fourth thousand and has no equal as a book for "Morning Talks." You will find it a library of juvenile literature. The price, by mail, is \$2.00.

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All Roads Lead to Rome,

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Correspondence.

Teachers' Agencies from the Trustee's Standpoint.

The time has come when, for a teacher to secure employment, it is almost necessary to depend upon some teachers' agency. An agency for this purpose, it seems in theory, might be made a good thing both for teacher and trustee. But, after serving as trustee for several years, I must say I am getting sick of this kind of work.

The agencies write us annually to ascertain what teachers we expect to engage. I have recently received one such, and I dread to answer, because from past experience, I know what will follow. We will be flooded with a quantity of applications, each accompanied with a lot of testimonials and so numerous that if each receives a fair amount of attention it will require the greater share of one's time to read and reply to them.

The conclusion we have come to is, that the agencies, instead of picking out the kind of teachers we desire, sends notice to each teacher who has applied to them of all the vacancies they know of. There being about as many teachers as schools, in the end they will naturally settle each into a district, and the agency having notified each applicant of each vacancy, it follows, no matter what school they finally engage, the agency receives a percentage, whether it has been of any benefit in procuring the place or not, or whether the teacher is fitted for the place secured.

The result of this is, our teachers are actually paying an income tax on their gross earnings, which would be considered, if an equal amount were imposed by the government, as not only excessive but absolutely tyrannical. The misfits that are made by this method of procuring teachers are so numerous, that one is disposed to give up in despair and wonder where all the good teachers have gone.

It seems to me that since the state has taken upon itself the education of the masses, by making our schools free, by educating our teachers and fixing their qualifications, also by compelling our children, at least of certain ages, to attend the schools provided, it might go one step farther and provide the proper teacher for each school with only nominal expense to the teacher. In other words, let the state divide into town and county districts conduct the agency for the mutual benefit of district officials and the teacher, and not as a means for taxing oppressively this class of workers. In connection with this it could be made optional with each district to place their school under the management of such an agency and let the agency select from the applicants, the teacher required and send her to the district. It being optional with districts and teachers to join the agency, those not joining can supply themselves as they do now.

Can't some such plan be made practical?

DAN S. GIFFIN.

If the agencies, as our correspondent believes, apprise all the teachers of all the vacancies and all the trustees of all the available teachers, they surely bring about just that generous condition of opportunity in which the best teachers are enabled to command the best salaries and the best salaried position to secure the best teachers. We don't know what is meant by "misfits" unless the word refers to cases in which a splendid teacher falls into a place where her work is impeded and her genius fails of appreciation, or a person poorly prepared to teach happens in where there is freedom and approval and a fine fat salary. We suppose "misfits" of both kinds occur, but the cases are more likely to occur outside than inside the ranks of those who extend their information of what's going by means of the teachers' agency. It is to be assumed, that the school of which Mr. Giffin is trustee has had good teachers, some of whom have left for higher positions, larger opportunities, or better salary elsewhere. Teachers are not to blame for bettering themselves, and the way for a school

to get and keep the best is by offering professional remuneration and placing every facility, for good work in the teacher's way.

Our correspondent's plan for state provision in this regard is partially met by the normal school. Those willing to employ inexperienced but trained teachers and to pay them what a trained teacher deserves, can ascertain the special qualifications of candidates at the schools from which they graduate professionally. Normal schools can often (and are usually willing to) give information regarding experienced teachers who happen to be known to them and to be temporarily out of positions. The teacher's agency, however, is at present the broadest reliance, and we doubt whether the state could do its work better than the individuals who now conduct it as a private enterprise. The teacher's agency, like the schools it serves, has advanced with the times. Its cruder experimental work is left in the rear, and the balance of evidence shows that the leading firms now engaged in the recommending of teachers for vacancies are to be relied upon.

A boy in my school is very much addicted to the habit of swaying and swinging when reading. I have tried hard, but with no avail to break the habit. If you will offer some remedy in your next issue, you will oblige
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Refuse to allow him to recite in any but a manly posture. Cultivate soldierly ideas of carriage among the boys. Drills in rising and sitting, standing, and marching, aid in inducing better ideals of posture. Character talks are good. Contrast a yielding, unreliable weakling with a firm and dignified man, and show how the attitude of the body in standing and walking expresses this difference. Write on the blackboard, "Respect yourself and others will respect you," and have the motto discussed, eliciting the idea of self respect as shown by one's personal bearing. The vital organs are depressed and their functions deranged by bad habits of posture. Explain this to your school and appeal to the boy's desire to be strong and healthy. Make him feel that your insistence is for his personal good. Represent to him that it is probably some physical weakness (perhaps of the spine) that makes him so unsteady in his postures, and that he is increasing the weakness by yielding to it—that he must exercise in opposition to it. Finally, if it becomes necessary, bring all these points to the attention of the parents and ask them to co-operate with you in correcting a habit of body in their son which, if confirmed, will always place him at a disadvantage.

What is the best method of explaining to children who are just taking up the study of fractions, how we get $8\frac{1}{5}$ by taking $\frac{1}{5}$ of 4-5, and how we get $5\frac{1}{6}$ by dividing $\frac{1}{6}$ by 4-5? Please answer.
M. E.
Port Carbon, Pa.

Use the analysis that the children have applied in simpler problems. One-third of $\frac{1}{3} = \frac{1}{9}$; two-thirds of $\frac{1}{3} = \frac{2}{9}$. With a number of similar examples on the blackboard, ask, *What did we do in each case?* and deduce the rule, "Multiply the numerators together for a new numerator, and the denominators for a new denominator." In division, the simplest way is to elicit that division is the reverse of multiplication and to suggest turning the divisor upside down before beginning the same process. Use



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H. J. D.

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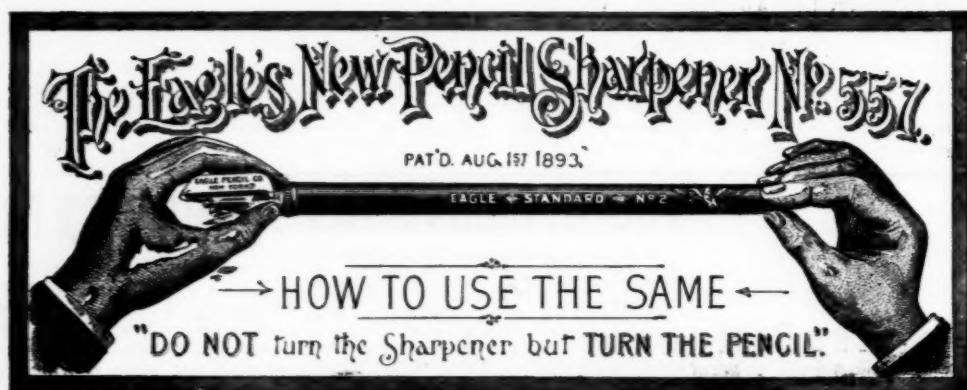
Volume XXVI. of the International Educational series, edited by Dr. William T. Harris, is *Symbolic Education*, by Susan E. Blow, a volume of great value to students of the kindergarten. The chapters treat of atomism, development, the childhood of the race, the symbolism of child, the meaning of play, old lady Gairfowl, pattern experiences, and vortical education, and are a commentary on Froebel's "Mother Play." The "Mutter und Koselieder" is treated under only one of its varied aspects, the gifts and occupations receiving only incidental mention. The explanation of this is that the book is only half written, the other chapters will come later. In his preface Dr. Harris says that Miss Blow "has done a great service to the philosophy of Froebel by expounding as his chief thought the idea of 'Gliederungen,' or whole that is at the same time a member of a larger whole—as man is a self-determine dindividual, and at the same time a constituent of a social whole—as, for example, the family, the city corporation, the nation. This idea of 'member whole' is undoubtedly the deepest and most fruitful in the philosophy of education, and it is well that its consideration is introduced in the first chapter of this book by a criticism of its opposite idea, that of atomism, which is preached by Rousseau and his disciples." (D. Appleton & Co., New York.)

The results of nearly a quarter of a century of experience are embodied in *The Principles and Practice of Teaching and Class Management*, by Joseph Landon, F. G. S., an English educator of prominence. The book is intended to meet the wants of students in training colleges, of teachers generally, and of any who are interested in the practical work of education. The broader outlines and the essential characteristics of the teacher's work are given, more especially the theory of oral teaching, the preparation of lessons, the use of the teaching devices, class management, and the methods of carrying on instruction in those branches of knowledge which are commonly taught in schools. The subject is treated rather from the art side than the scientific, but the principles that underlie all good teaching are kept steadily in view. The author has striven to lay stress on principles and essentials, leaving room for originality on the part of the teacher, who will frequently need to change the plan to suit a particular case. While the teacher may not agree with all of the author's views, there is so much that is useful and practical in the book that it is a good one to have in the library. (Macmillan & Co., New York. \$1.60.)

A volume of short stories, by Kate Chopin, bearing the title of *Bayou Folk*, has just been issued from the Riverside press. These tales all relate to life among the people of Louisiana, whose quaint speech and ways form such an interesting topic for study. The author has observed them closely and has given pictures of life among the creoles that will be recognized as true and sympathetic. Her style is very agreeable. (Houghton, Mifflin, & Co., Boston.)

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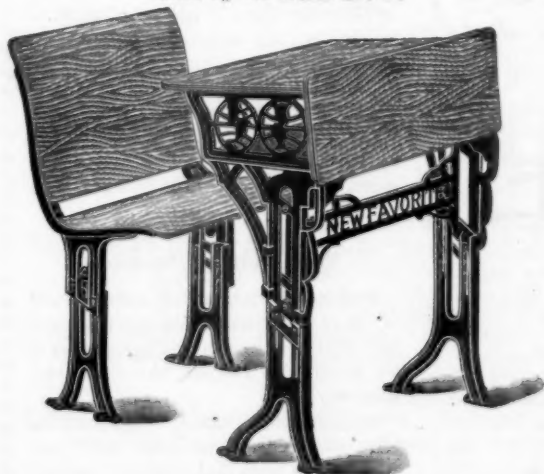
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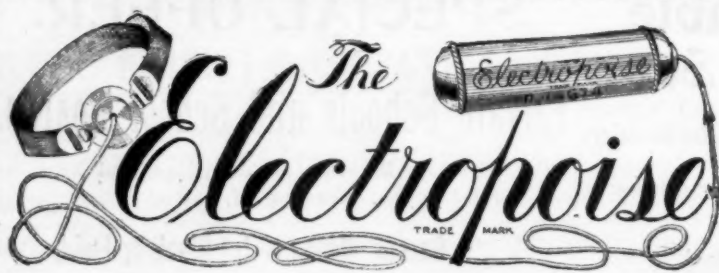
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